DOCUMENT RESUME

ED 190 457 SO 012 767

AUTHOR Wiley, Liz
TITLE The Pause--That Sells. Capsule I, II, and III. Teacher's Guide [and] Student Materials.
INSTITUTION Project Consumer Operations Survival Training (COST), Easton, Kans.
SPONS AGENCY Kansas State Dept. of Education, Topeka.
PUB DATE Jul 79
NOTE 249p.: For a listing of related documents, see SO 012 734.

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Advertising: *Consumer Education: Economics Education: Elementary Education: Grade 4: Language Arts: Learning Activities: Learning Centers (Classroom): Mass Media: *Merchandising: Objectives: *Propaganda: Social Studies: Teacher Developed Materials: Teaching Guides: Teaching Methods: *Television Commercials: Units of Study
IDENTIFIERS Project Consumer Operations Survival Training

ABSTRACT

This document provides teaching guidelines, objectives, and student activities for a three-part television advertising unit intended for use in a fourth grade consumer economics program. Major objectives of the unit are to help students look critically at television commercials. Each part of the unit requires from four to six hours of classroom time. Capsules may be used independently. The first part focuses on the use of adjectives and slogans by advertisers. Activities involve students in analyzing television and magazine ads, creating original commercials, applying television advertising words and slogans to everyday situations, creating collages from magazine advertisements, and filling in worksheets. The teacher's guide presents objectives, worksheets, activity directions, tests, answer keys, and materials lists. The second part of the unit introduces seven advertising approaches (basic ad, concern for public good, appeal to senses, expert advice, youth appeal, humor, and advice from a famous person) and offers activities which encourage students to identify approaches of a wide variety of television commercials and magazine advertisements. The third part of the unit helps students make wise consumer decisions. Activities involve students in creating original commercials and in analyzing the slogan and adjective content of shampoo advertisements. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED190457

Teacher's Guide

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
KS DE
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

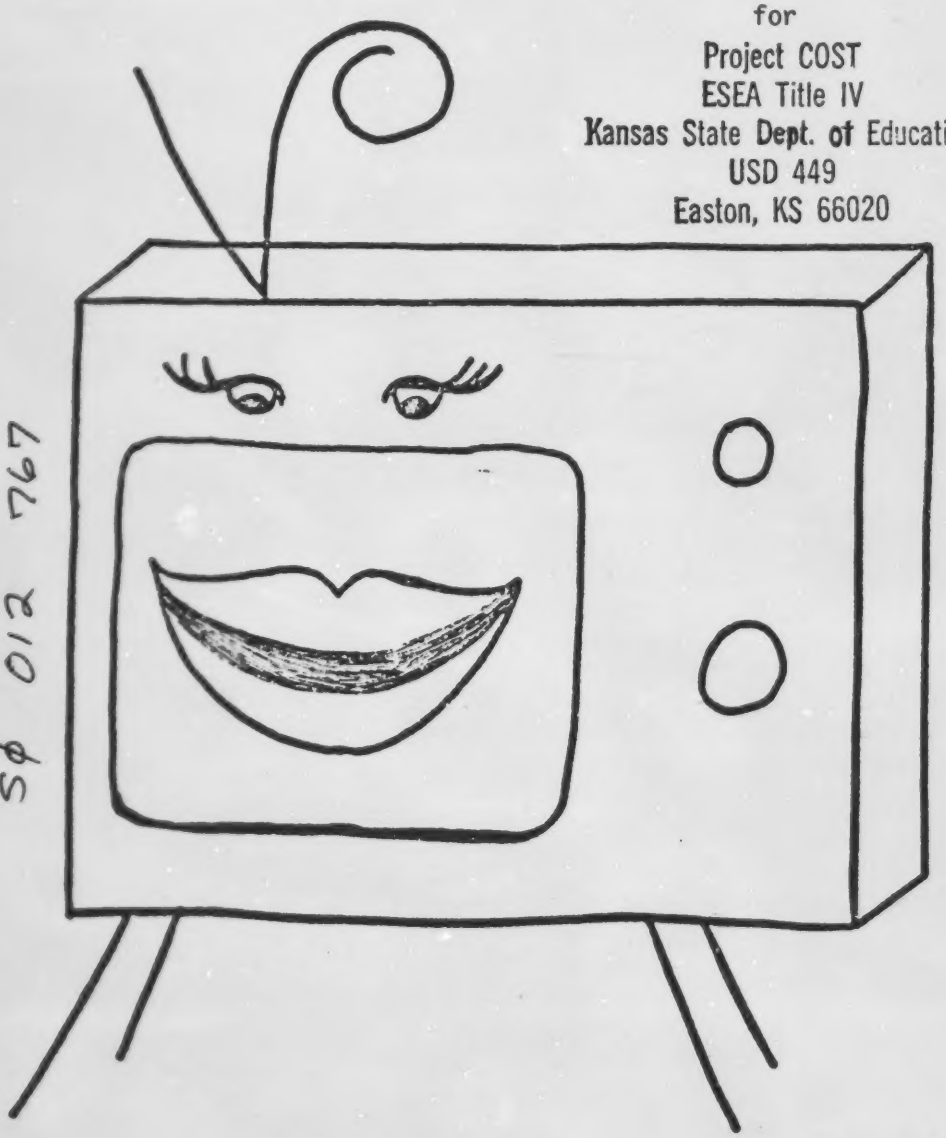
THE PAUSE -- THAT SELLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

By
Liz Wiley

for
Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020



SP 012 767

Capsule One
Table of Contents

Resume 1
Objectives 2
Kids as Consumers 3
Before You Begin 4
Materials List 5
Special Instructions/Suggestions 6-8
My Record 9-11
Special Directions-Section I 12-13
Tape Script 14-23
Activities 1-5 24
Activities 6-8 25-26
Activity 9 27
Activity 10 28
Activity 11 29
Activity 12 30
Special Directions-Section II 31
Activities 13-14 31
Activity 15 32
Activity 16 33
Activities 17-19 34
Activity 20 35-36
Activities 21-23 37
Quest 1 Key 38
Pre-test Key 39-40
Post-test Key 41-42
Bibliography 43

Capsule Two
Table of Contents

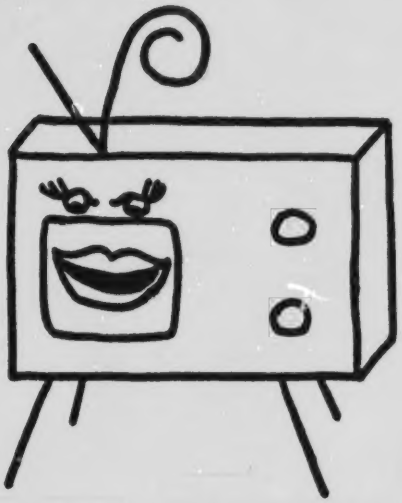
Objective 44
Tape Script 45-46
Pictures for Tape 47-54
Capsule Two Materials List 55
Using the Pre/Post-tests 56
Key to Pre-test 57-59
Key to Post-test 60-61
Special Directions
- Introduction Roll#1 62
- Activity 24 & Activity 29 62
- Key to Activity 24, Worksheet #17 63-64
- Activity 25, Worksheet #18 Key 65
- Activity 26, Worksheet #19 Key 66
- Activity 27, Worksheet #20 Key 67
- Activity 28, Worksheet #21 68
- Activity 29, Worksheet #22 Key 69
- Activity 30, Worksheet #23 Key 70
- Activity 31, Worksheet #24 Key 71
- Activity 32, Worksheet #25 Key 72
- Activity 33, Worksheet #26 Key 73
- Activity 34, Worksheet #27 Key 74
- Activity 35 75
- Activity 36 75
- Activity 37 75
- Activity 38 75
- Activity 39 75
- Activity 35, Worksheet #28 Key 76
- Activity 40, Worksheet #29 Key 77
- Activity 41 78-79
- Activity 42 80
- Activity 43 80-81
- Activity 44 81

Activity 45 81-82
Activity 46, Worksheet #30 Key 83
Using Quest Activities 84
Bibliography for Capsule Two 85

Capsule Three
Table of Contents

Objective 86
Special Instructions 87
Materials Needed. 88
Special Directions 88
Tape Script 89
Bibliography 91
Appendix 92

PACKAGE RESUME FORM



Publication Date - July, 1979

Author - Elizabeth E. Wiley

Title - The Pause That Sells

Level/Subject: Fourth Grade, Lang. Arts

Abstract: The Pause That Sells: Capsule One is the first of three sequential capsules which take a critical look at the impact that television commercials have on children.

The theme of the capsule is revealed through a television named Vizzy. Vizzy explains to students two tools that advertisers use to sell products-adjectives and slogans. In Section 1 Vizzy uses ads to explain adjectives and their use in commercials. Section 2 introduces the use of slogans to catch the consumer's attention.

The Pause That Sells: Capsule Two introduces seven advertising approaches. Vizzy the television again introduces children to the concepts presented. Games and activities follow for practice.

The Pause That Sells: Capsule Three gives the student an opportunity to study commercials about two brands of the same product. The student is then led to make a consumer decision based upon his own needs and wants.

These capsules use a learning center approach with a cardboard box Vizzy as the focal point of the center. Although this capsule is concerned with using television commercials, students are told that they will also be using magazine ads for activities. Vizzy becomes the teaching tool with the addition of shelf-paper rolls containing advertisements from magazines.

These capsules may be completed without any commercially prepared curriculum materials. The teacher will need to have magazine ads available for students. Although it is not required, having a television available for students to use in examining commercials would certainly enhance the learning experiance.

Capsule One may be used independently of the other two capsules, although the author does not feel that this is the most effective use of the capsules. Capsules two and three should be used sequentially. Students should be able to complete each capsule within four to six hours of classroom time.

Capsule Objectives

Upon completion of this learning package the student will be able to:

1. Identify adjectives used in commercials.
2. Identify phrases or slogans in commercials that are used to catch consumer interest.
3. Apply television advertising words and slogans to everyday living situations through creating an original commercial.

BEST COPY AVAILABLE

Kids as consumers

By the Editors
of Consumer Reports

During this International Year of the Child, considerable attention is being focused on the consumer role played by American youngsters. After all, they do have hundreds of millions of dollars to spend in the marketplace.

Although much of the discussion and debate has been devoted to advertising practices, other problems facing young consumers are also important. For example, product safety — which should be of concern to everyone — has special implications for the young.

"As consumers, children are not in a position to make judgments about their own safety," says Rhoda H. Karpatkin, executive director of Consumer's Union. "They don't know what products or substances are hazardous — they must depend on adults. They're the victims of a serious marketplace abuse: insuffucient concern for child safety."

In her opinion, much of the abuse arises because manufacturers and advertisers see "children and child-related products as a market to be exploited rather than as a responsibility."

It's not just a matter of safe toys and safe children's clothing, Ms. Karpatkin notes. Child safety products — such as car seat restraints — have at times been found inadequate for their purposes, too.

Sometimes, safety hazards can be found in such products as playground equipment, poisons in the medicine cabinet, cleansers in containers without child-proof closings, fireworks, matches and sharp objects left within reach of small children.

And, the fact is, youngsters frequently use products designed for and purchased by adults.

Take, for example, the lawn mower. When Consumers Union developed a lawn mower safety standard for the U.S. Consumer Product Safety Commission, it was dealing with a product that children use: They mow lawns as part of their household chores or to make money.

Manufacturers argued against CU's proposed standard, citing the increased cost of producing safer mowers. In Ms. Karpatkin's words: "One argument was that people should be allowed to decide for themselves whether they wanted to pay more for a safer mower. But children have no such choice."

While the children's problems can be addressed by consumer groups, government agencies and enlightened manufacturers and advertisers, Ms. Karpatkin also believes that childhood consumer education needs to be further developed.

One way in which Consumers Union is working to help, she notes, is through its new children's magazine, Penny Power. Using attractive pictures, games and stories, it provides information children need to cope with everything from television advertising to product safety. The magazine will be formally launched in January, 1980, with both an English and a Spanish edition.

Top TV Advertisers Are Big Spenders

By Stuart Elliott
Knight-Ridder Newspapers

Imagine spending enough money to give every person in the United States almost $2 each.

That's how much money—$421,023,000—Procter & Gamble Co. spent on television advertising during 1978. The giant Cincinnati-based firm was by far the largest TV advertiser; No. 2, General Foods Corp., spent $246,724,200.

The nation's top 100 TV advertisers spent more than $4.8 billion last year to push their products over the airwaves, according to the Television Bureau of Advertising. Of that, more than $1.2 billion was spent for food and food products, and toiletries and toilet goods were second (more than $806 million).

Procter & Gamble, whose brands include Tide, Cheer, Sure, Pampers, Bounce, Crest, Charmin and Bounty, is a big believer in TV. It regularly spends more than 90 percent of its ad dollars buying TV time on networks and local stations.

The Big Three automakers were prominently featured on the list of the Top 10. General Motors Corp. was No. 5, with $132,952,000; Ford Motor Co. was No. 8, with $110,812,000; and Chrysler Corp. was No. 10, with $93,663,700.

The others in the Top 10 were No. 3, American Home Products Corp., $149,857,300; No. 4, General Mills Inc., $134,968,000; No. 6, Bristol-Myers Co. $127,363,300; No. 7, McDonald's Corp., $114,866,000; and No. 9, Lever Brothers Co. $99,563,300.

Rounding off the list at No. 100 was Transamerica Corp., which spent $15,501,200 on TV. The biggest percentage increase in TV spending was by the conglomerate Gulf & Western Industries Inc., which spent $28,233,100—94 percent more than it spent on TV in 1977. A good chunk of that went for advertising the movie releases of Paramount subsidiary, "Great "Foul Play" and "Heaven Can Wait.

Kansas City Star
July 8, 1979

The need for the education of our children in the area of television adverising is great! The articles above seem to reinforce this premise.

Before you begin using this capsule with your students, you will need to do these things.

1. Construct the Vizzy Learning Center (see p. 6).

2. Make Vizzy TV (see p. 12).

3. Make tape and tv rolls for Introduction (see p. 14).

4. Collect 1 empty apricot Jello box.

5. Collect 1 empty orange sherbet container.

6. Collect magazine ads. Use some to make tv roll #1 (see p. 24) and tv roll #2 (see p. 29). File the others for student use.

7. Make games Guess What? (see p. 25), Match a Phrase (see p. 30), Catch the Consumer (see p. 31) and Slogan Wheel (see p. 32).

MATERIALS LIST

CAPSULE I SECTION I

cardboard box without lid
white shelf paper
2 dowel rods
Glutack
Contact paper--woodgrain suggested
1 foot telephone wire
2 plastic lids
3 brads
2 plastic eyes
2 foam meat trays
1 foot picture wire
empty jello box
empty orange sherbet container
magazines
file folders for games

CAPSULE I SECTION II

shelf paper
poster board
magazines
5 file folders
tape recorder
blank tape
2- 6 inch pizza wheels

SPECIAL INSTRUCTIONS/SUGGESTIONS

This capsule uses a learning center approach. The area needed for this learning center should be a flat surface about 60 x 75 cm.

A background collage type poster of advertisements may be used if desired. As initial motivation and an art project you may want your students to make this collage.

An electrical outlet nearby will be helpful. You will need a file basket to hold completed work, two coffee cans, (one for empty rolls), a television made from a cardboard box, file folders to hold worksheets and paper, and a tape recorder with blank tapes. Each student needs a folder for his record sheets.

The role of Vizzy in this capsule can be used in several ways:

1. as written for the student to read through independently.
2. tape recorded so the student can listen and read.
3. replaced by the teacher who wishes to give direct instructions.

This capsule has been written with the assumption that there is no video tape equipment or television available in the classroom. However, it these are available for your students to use, they would, of course, be useful tools for teaching this capsule.

SPECIAL INSTRUCTIONS/SUGGESTIONS (Con't)

Of necessity, this writer has used magazine advertisements similar to those seen on television commercials and placed them in the setting of television through use of a television made from a cardboard box.

Many advertisements are above the reading level of some fourth graders, but if you choose carefully you will find some within their range to illustrate each point.

Most of the advertisements used came from the following magazines: McCalls, Woman's Day, Good Housekeeping, Cosmopolitan, Redbook, Family Circle, and Teen.

You may want to use product advertisements different from those used by this writer. If you do, the answer cards will have to be changed to fit the new product.

Included is a letter you may wish to send to parents, so they will be aware of what the student is doing and will cooperate in at-home activities.

*Note-Use school letterhead.

Dear Parents,

Your child is involved in a learning experience about television advertising.

Several activities involve some at-home viewing. Your help and cooperation in these activities will be greatly helpful to your child.

I hope you will initiate some discussion about commercials while you are viewing television with you child.

The goal of these activities is to help your child become a wise consumer.

Thank you for your help.

Sincerely,

MY RECORD

CAPSULE I SECTION I

NAME _____

PRE-TEST (date) _____ POST-TEST (date) _____

		My Choice	Student Comment	Teacher Comment	Date Finished
	Activity #1 Worksheet #1	X			
	Activity #2 Worksheet #2	X			
	Activity #3 Worksheet #3	X			
Choose One	Activity #4 Worksheet #4				
Choose One	Activity #5 Worksheet #5				
Choose Three	Activity #6				
Choose Three	Activity #7				
Choose Three	Activity #8 Worksheet #6				
Choose Three	Activity #9 Worksheet #7				
Choose Three	Activity #10 Worksheet #8				

MY RECORD (Con't)

CAPSULE I SECTION I NAME _____

	My Choice	Student Comment	Teacher Comment	Date Finished
Activity #11 Worksheet #9	X			
Activity #12 Worksheet #10	X			

MY RECORD

CAPSULE I SECTION II

NAME _____

		My Choice	Student Comment	Teacher Comment	Date Finished
	Activity #13 Worksheet #11	X			
	Activity #14 Worksheet #12	X			
Choose Three	Activity #15				
	Activity #16				
	Activity #17 Worksheet #13				
	Activity #18 Worksheet #14				
	Activity #19 Worksheet #15				
	Activity #20				
Choose One	Activity #21				
	Activity #22				
	Activity #23 Worksheet #16	X			

POST-TEST (date) _____

SPECIAL DIRECTIONS--SECTION I

Introduction

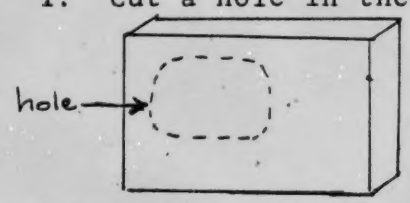
Television

Materials needed:

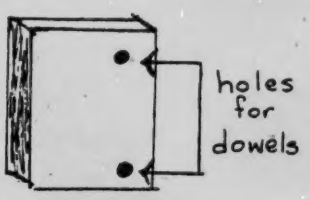
cardboard box without lid-size is your choice and will be determined partially by width of white shelf paper.
rolls of white shelf paper
2 one-inch dowel rods
contact paper
glutack
1 foot telephone wire
2 plastic lids
3 brads
2 plastic eyes
2 foam meat trays
1 foot pictire wire

Instructions:

1. Cut a hole in the box the width of the paper.



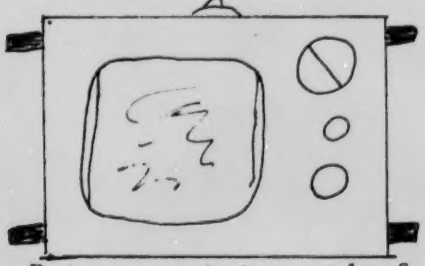
2. Cut holes in the sides for dowel rods-one inch from the top and bottom on two opposite sides.



3. Cover the box with contact paper. I used woodgrain to make the tv more realistic.
4. Add knobs and dials of cardboard, spools or pieces of plastic

lids.

5. Put Glutack on dowels, two on each one, to anchor roll ends.
6. Use telephone wire to fashion antenna , and attach to the top.



7. Put eyes at top made from white foam meat trays cut in circles.
8. Draw and cut out mouth from foam meat tray. Color red using permanent marker. Hang by picture wire from top dowel rod.
9. Put student directions for using television on side of box.

Introduction Roll

Paste pictures together on shelf paper to make roll. Laminate and label as Introduction.

The Introduction story and illustrations may be found on pages 14-23 of this guide.

TAPE SCRIPT

1. Hi boys and girls! My name is Vizzy! When you hear the sound of the bell of this tape, turn the recorder off and roll the television roll to the next frame. BELL

2. Has school become dull, uninteresting? Liven up your day with the pause that sells! BELL

3. Take a break from the humdrum routine of the classroom. Try this new, exciting, learning experience. BELL

4. Teachers everywhere are using learning capsules to give their students a fun way to learn. BELL

5. There will be lots of neat activities and fun games for you. All you have to do is try "the pause that sells". BELL

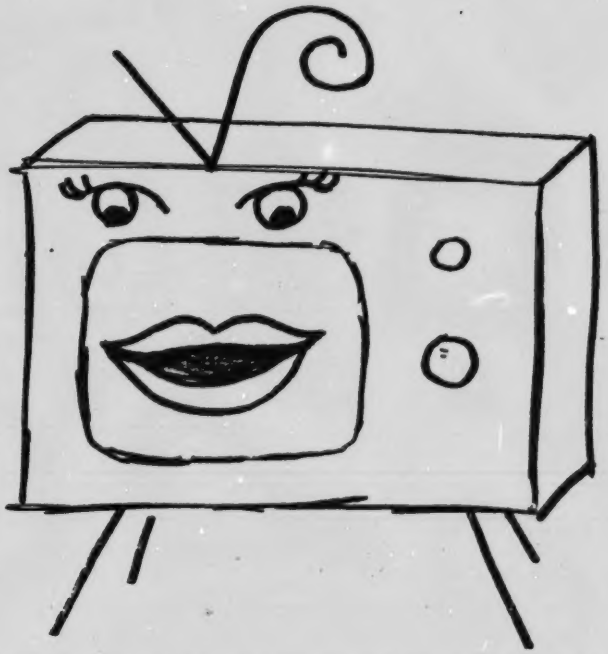
6. Are you ready to try a learning capsule? Are you anxious to find out more about it?

Ah ha! Look what I did to you! I sold you on a capsule just as ad makers sell you on many other things in their television commercials.

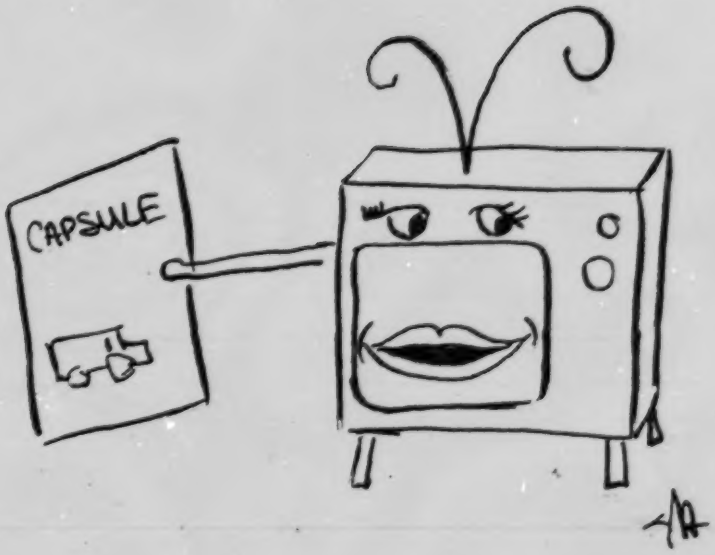
TAPE SCRIPT (con't)

7. I know you boys and girls watch television a lot, and I'm sure you watch commercials. You may not buy the things you see on commercials, but your parents do! I'm sure at some time you have gotten your mother or dad to buy something you have seen in a commerical. So in this way it's important for you to know some ways ad makers try to influence you. BELL

8. I am so excited to get started. This is so much fun for me, and I know it will be fun for you too! Ready? Let's to to the Pause that Sells!

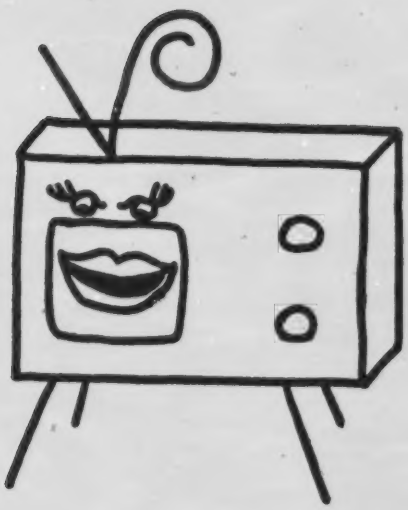


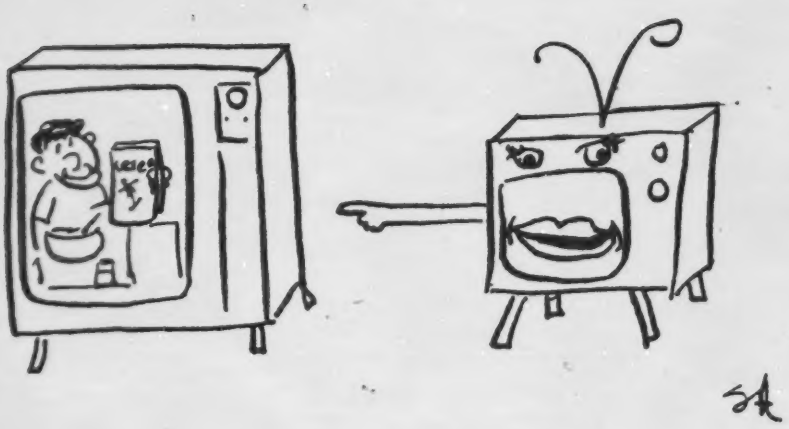
Pg 27 - English
623
x 13
Spelling Test
Today
X+1= 2
X= ?
WA
SA

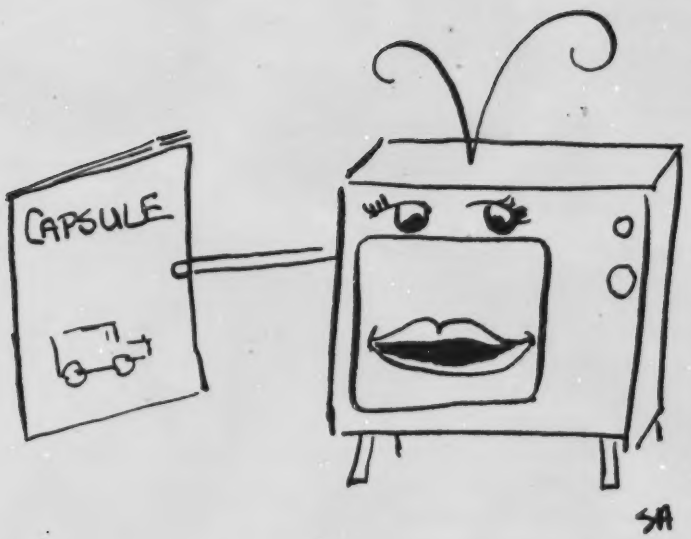

CAPSULE

Capsule

Activities Here!






CAPSULE
SA

Activity #1 -- Product A

Empty apricot jello box-- Label it A.

Activity #2 -- Product B

Empty orange sherbet container-- Label it B.

Activity #3

Roll #1

You will need 1 roll of paper for this section. Label it Roll #1. You will need to find 5 ads with adjectives and glue them to the white paper roll. Number them #1-#5. This writer used the following advertisements: Lip Treat, L'Oreal, Dream Whip, Close Up, and Wet Ones. Make an answer card listing adjectives from these ads.

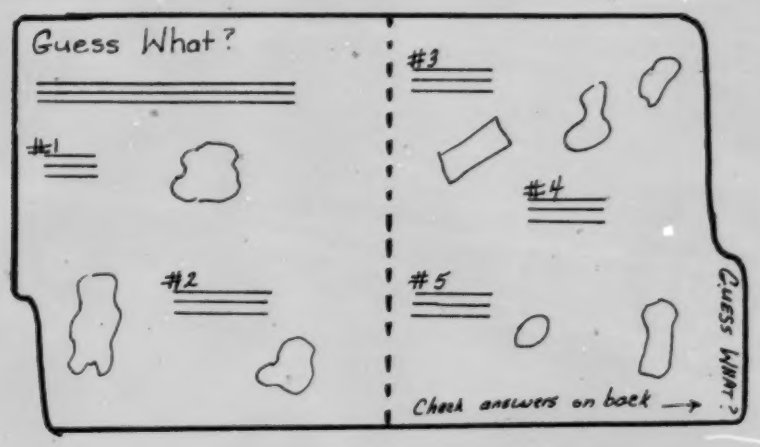
Activity #4 & Activity #5

Prepare a file of six pictures that the students could use in thinking of adjectives. Mount, laminate and number. Place them in a file folder labeled Picture File. On the folder itself write some adjectives you think of about each product.

Activity #6

Game - Guess What?

Make in a file folder. See the illustrations below.



Directions to the student:

Read the adjectives. What is the mystery product? Think of three more adjectives to describe each product. Write your answers on paper. Check the back of the folder for some possible products.

Note to Teacher:

Write numbers and adjectives on folder. Put answers on back.

1. -- crunchy, sugared, nutritious
2. -- sudsy, rinsable, shiny
3. -- bright, wax-like, round
4. -- cuddly, soft, cute
5. -- comfortable, sporty, high-stepping

Activity #6 (cont.)

Answers:

1. cereal, candy bar
2. shampoo, dishwasher soap
3. crayon
4. baby,doll, puppy
5. shoes

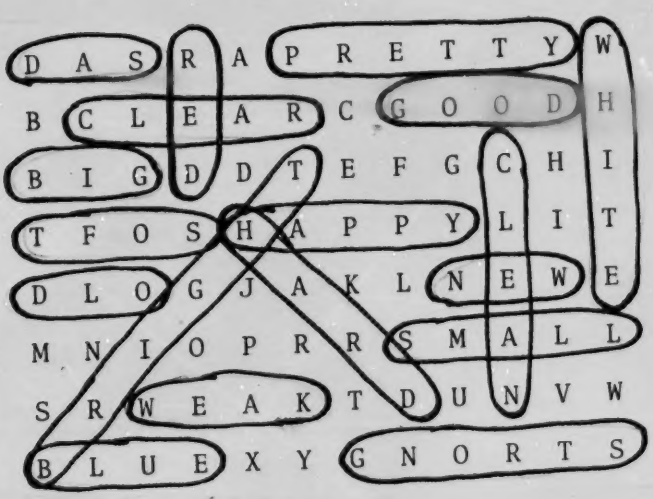
Activity #7

Magazines need to be available in the Vizzy Television Center for students to find advertisements with adjectives.

Activity #8

Capsule I Section I

Worksheet #6
Answer Key



Activity #9

Capsule I Section I

Worksheet #7
Answer Key

Possible Answers:

Pajamas-- soft, warm, smooth, new, cuddly, white, cute

Hand Lotion-- smooth, new, white

Toy Car-- smooth, new, fast

Doll-- soft, new, cuddly, cute, white

Toothpaste-- smooth, new, white, tasty

Activity #11

The student is to watch one hour of television at home and complete worksheet #9. This worksheet also contains a letter to parents explaining the assignment.

Activity #12

If the student does poorly on Worksheet #10, he/she needs to be routed back to some of the options he did not choose for more practice.

WORKSHEET #10

NAME Key DATE _____

See if you can circle the adjectives in these commercials.

1. The Fisher-Price stove is (sturdy) and (safe).

2. Mop & Glo gives you (clean), (shiny) floors.

3. Buy Gerber's for a (happy), (healthy) baby.

4. Pick up this (soft), (cuddly), (lifelike) kitten.

With seven or more correct you are ready to go on to Section II.

SPECIAL DIRECTIONS-- SECTION II

Activity #13

Roll #2

Collect 8 advertisements, place them on a roll of shelf paper and number them #1-#8. Choose ads with slogans.

Suggestions for advertisements to use:

Kool Aid (two different ones), Hush Puppies, Sea & Ski, Kinney's Shoes, Soft & Dri, Bell System, Band-Aid

To make the activity self-checking, make an answer card for students to use. Put the slogan from each ad on the card.

Activity #14

Commercial File

You will need 5 ads with slogans. Mount on poster board, laminate, number them 1-5.

Suggestions:

Ziploc Storage Bags, Crest, Nail Slicks, Bell System Carter's Infant Wear

To make the activity self-checking, put the slogans for each ad on an answer card.

Activity #15

Match A Phrase

Place in a file folder.

7 colors of yarn-- 1 foot each
7 brads

Write products on one side of folder and slogans on the second side. Put brads in front of each product and slogan. Attach a different color yarn to each brad beside a product. Make a self-check on back by gluing correct color of yarn in sequence. Student matches product to phrase by connecting the yarn between them.

PRODUCTS:

Snappy Gum

Hog Corn

Woof Dog Food

Yummy Cereal

Splash Soap

Peppy Pop

Tangy Candy

PLACE ON OPPOSITE SIDE:

One bite makes you want more!

One sip gives you lots of energy!

Makes your skin feel fresh and alive!

Good for pigs! Good for you!

A snap with every chew!

Crunch! Crunch! Oh so good!

Really improves my bark!

Activity #16

Catch the Consumer

Folder game

Student Directions:

A product is described. You think of a phrase to catch the consumer's interest. Do two of them. Write on paper.

Cavity Toothpaste

sour, gives you cavities, ugly brown

Headache Aspirin

bitter, gives you a pain, large pill

Won't Fly Kite

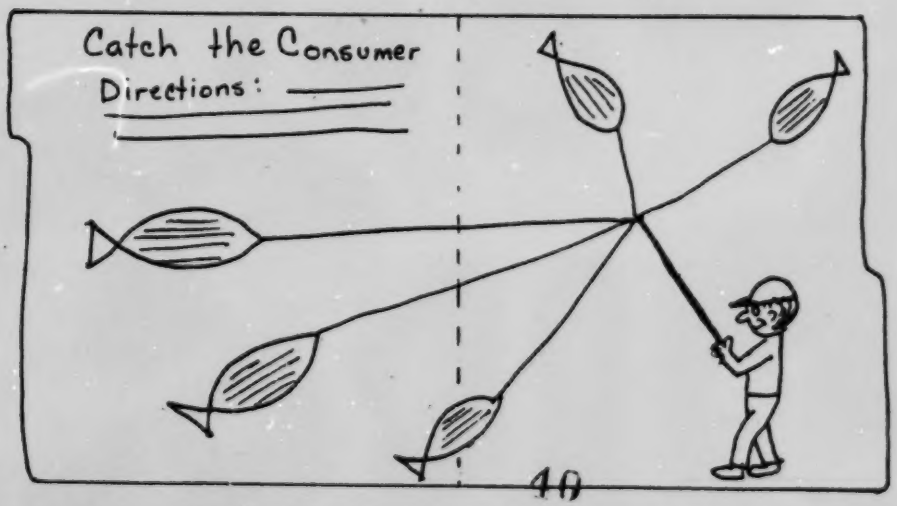
heavy, no tail, torn

Lead-Foot Shoes

very heavy, large, for football players

Holey Socks

large holes, no cloth, bright red



Activity #17

You may provide a tape recorder for the student to take home. Otherwise this activity is limited to those students with recorders of their own.

Activity #18

The student is to write a slogan for the products named on the worksheet. Answers will vary. Encourage students to be imaginative in their use of slogans.

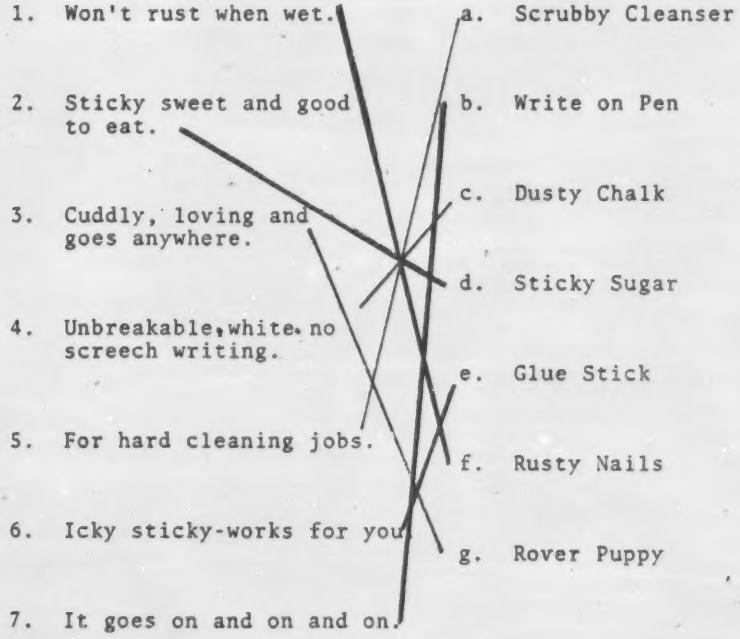
Activity #19

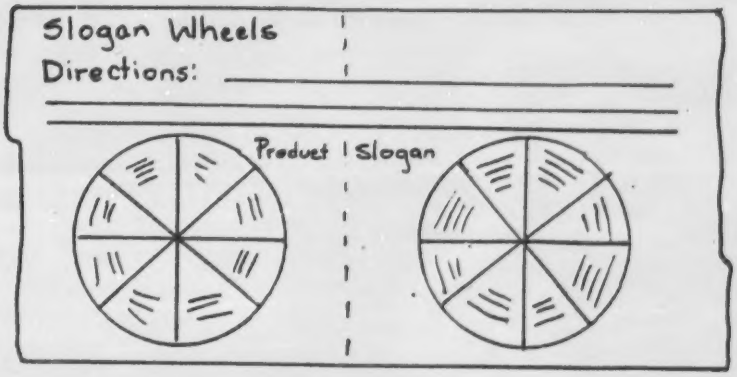
WORKSHEET #15

NAME Key DATE _____

FIND THE PRODUCT

Draw a line between the slogan and the product.


1. Won't rust when wet.
2. Sticky sweet and good to eat.
3. Cuddly, loving and goes anywhere.
4. Unbreakable, white, no screech writing.
5. For hard cleaning jobs.
6. Icky sticky-works for you.
7. It goes on and on and on.
a. Scrubby Cleanser
b. Write on Pen
c. Dusty Chalk
d. Sticky Sugar
e. Glue Stick
f. Rusty Nails
g. Rover Puppy



Activity #20

Slogan Wheel

Materials

2- 7 inch pizza wheels

file folder

Student Directions:

One wheel has real products. The other has real slogans. Turn the wheels until the product and its slogan are side by side. Write numbers of products and letters of slogans on paper. When finished check on back.

On one wheel place products

1. Puppy Choice
2. Head and Shoulders
3. Gleem
4. Kodak
5. Kraft Dressings
6. Levi's
7. Chevy Monza
8. Naturalizer Shoes

There's more ⟶

Activity #20 (Con't)

On second wheel place slogans

a. Great news for the adult mouth!

b. More car! More kicks!

c. Bye, bye calories, Hello taste!

d. Before you buy another bag of food, remember who has to eat it.

e. Doubletake

f. A legend on the block needs a legend on his jeans.

g. She could hardly believe her own hands!

h. No thanks, I'd rather walk.

ANSWERS:

1. d
2. g
3. a
4. e
5. c
6. f
7. b
8. h

Activities #21 and #22

Both of these activities require the student to use the information from this capsule to design his/her own commercial. Activity #21 asks the student to make an ad for the Vizzy TV. Activity #23 asks the student to plan and act out a commercial.

Activity #23

Empty rolls for television Activity #23.

You will need 5 magazine advertisements, mounted and laminated.

AD SUGGESTIONS:

Downy

Good Mews

7 Up

Crest

Spam

If a student does not do well on Worksheet #16, send him back through the capsule to work some of the activities he did not do the first time.

Quest 1 Worksheet KEY

Write F in the sentence or phrase is a fact.

Write O if the statement or phrase if an opinion.

HINT: Fact if something that is really true.
Opinion is something someone thinks.

F 1. Kool Aid comes in many flavors.

O 2. Honda - We make it simple.

O 3. Hair-in-the-Sun- Because you wouldn't burn your skin.

F 4. Jell-o is made with water.

O 5. Block Out- Maximum protection against the sun.

F 6. Gainesburgers are a kind of dog food.

F 7. Tide is used to wash clothes.

O 8. Tritorn, the ultimate tennis shoe.

O 9. Sure is a new improved, sure spray.

F 10. Chevrolet is a kind of car.

O 11. You will love Suzy Q's chocolate cupcakes.

F 12. Tame is a hair conditioner.

THE PAUSE THAT SELLS

CAPSULE I

Pre-Test

Name Key Date _____

Teacher _____ School _____

1. Circle the letter by the group of words that are adjectives.
   a. men, dog, chair
   (b.) new, tasty, soft
   c. walk, jump, talked
   d. into, over, upon
2. Circle the letter by the group of words that is a slogan.
   a. This soup is good.
   (b.) More comfortable than feet.
   c. This car saves gas.
   d. Spiderman climbs walls.
3. Circle the letter by the group of words that is a slogan.
   (a.) Bye bye, calories! Hello, taste!
   b. She used Sudsy Shampoo.
   c. This puppy likes dog food.
   d. Target Toothpaste tastes good.
4. Circle the letter by the group of words that is <u>not</u> a slogan.
   a. The greatest name in peanut candy.
   b. Discover the difference.
   (c.) Potato chips are snack foods.
   d. World's simplest camera.

5. Circle the adjectives in each sentence.

   a. (Happy) babies eat Smith Baby Food.

   b. Sam is eating (soft) ice cream.

   c. (Orange) Jello is very (good).

   d. (Funny) clowns are wearing (new) shoes.

6. Choose the adjective which would best sell corn flakes.

   (a.) crunchy

   b. brown

   c. sweet

   d. crisp

7. Choose the adjective which would best sell a sweater.

   a. bright

   b. wooly

   c. knitted

   (d.) warm

THE PAUSE THAT SELLS

CAPSULE I

Post-Test

Name _____ Date _____

Teacher _____ School _____

1. Circle the adjectives in each sentence.
   a. White soap gives you shiny, clean dishes.
   b. Pink crayons make beautiful pictures.
   c. Big red strawberries were on her cake.
   d. My salad is made of crisp lettuce, ripe tomatoes and tangy dressing.
2. Circle the letter by the group of words that is a slogan.
   a. Give your kids a fighting chance.
   b. My hair is clean.
   c. The pencil was sharpened by the woman.
   d. The candy comes in red and white.
3. Circle the letter by the group of words that is a slogan.
   a. The good candy is red.
   b. A real taste treat!
   c. My baby oil softens skin.
   d. Candy bars are sweet.
4. Circle the letter by the group of words that tells the purpose of a commercial.
   a. to pay for tv programs
   b. to sell products
   c. to tell people about products
   d. to catch your attention

Column I lists products. Column II lists adjectives that would make people want to buy those products. Put the letter of the adjective in Column II that would make people want to buy the product on the line beside that product.

Column I	Column II
c 1. sleeping bag	a. juicy
e 2. pogo sticks	b. warm
a 3. apple	c. roomy
b 4. coat	d. colorful
f 5. candy bar	e. bouncy
	f. tasty

Match the products in Column I with the slogans in Column II. Write the letter of the slogan on the line beside the product that it matches.

Column I	Column II
f 1. car	a. tough as our name
d 2. arrows	b. when a light lunch is all you want
b 3. canned soup	c. the choice of the pros
a 4. jeans	d. always on target
c 5. tennis shoes	e. when only the best will do
	f. safe and dependable

BIBLIOGRAPHY

1. Farnette, Cherrie et al, Special Kids Stuff, Incentive Publications Inc., Box 12522, Nashville, Tennessee 37212.

2. Forte, Imogene, et al, Kids Stuff, Reading and Language--Intermediate & Junior High, Incentive Publications Inc., Box 12522, Nashville, Tennessee 37212.

3. Grumm, Gary and Mitchell, Don, The Good Apple Creative Writing Books, Good Apple Inc., Carthage, Illinois 62321, 1976.

4. Grumm, Gary and Mitchell, Don, The Good Apple Math Book, Good Apple Inc., Box 299, Carthage, Illinois 62321.

THE PAUSE --

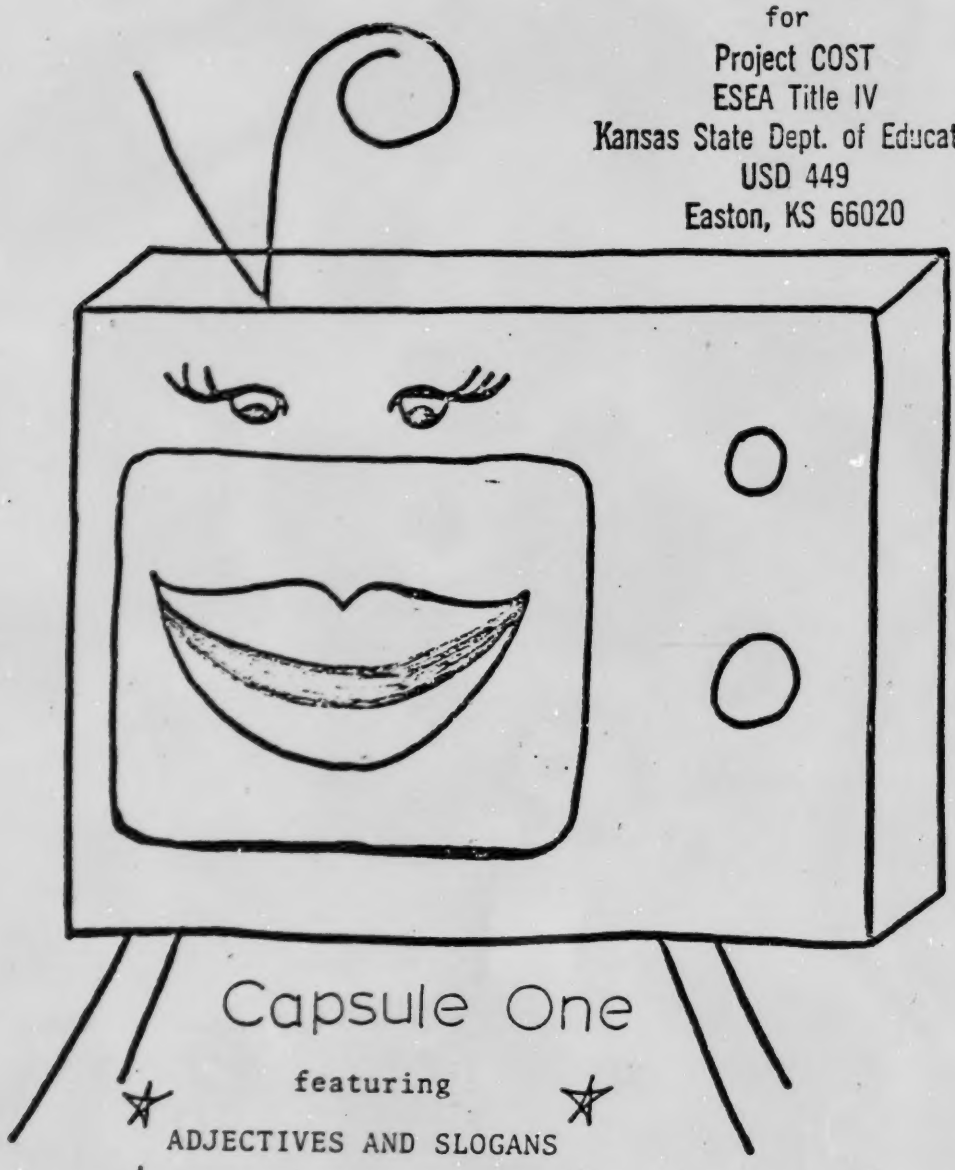
THAT SELLS

By

Liz Wiley

for

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

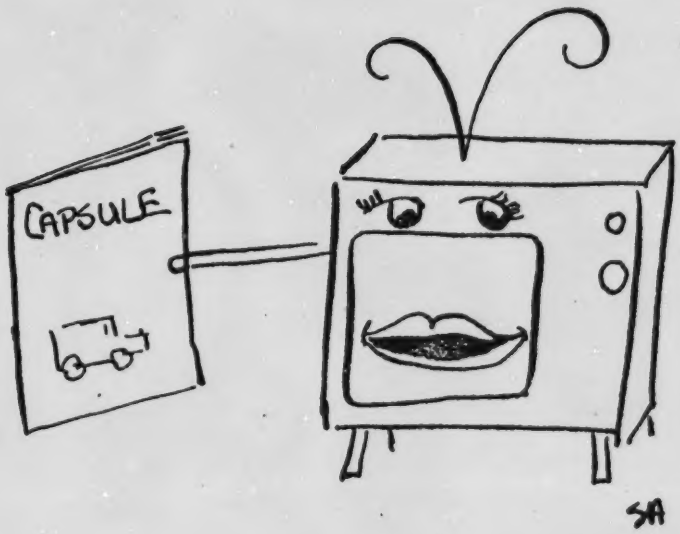


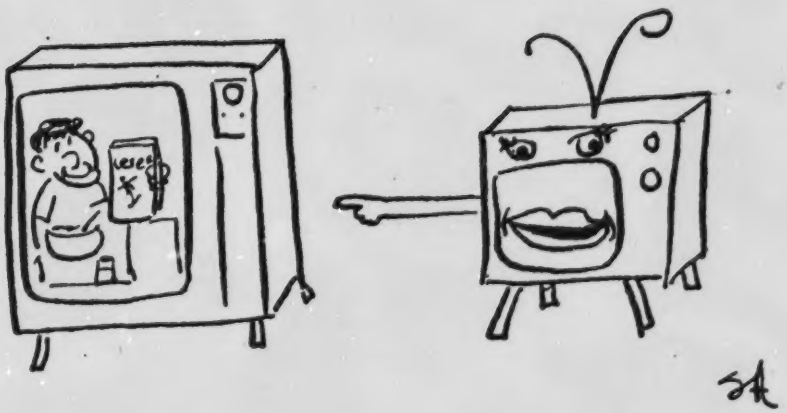
Capsule One

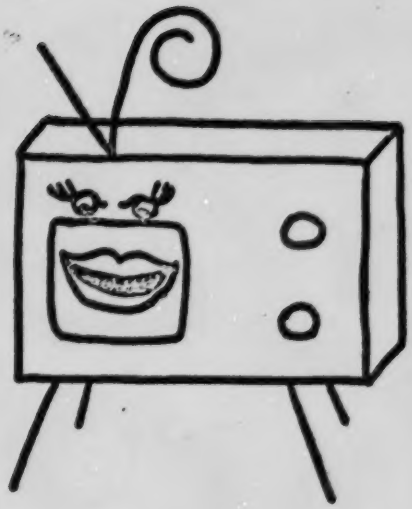
featuring

ADJECTIVES AND SLOGANS

PICTURES FOR INTRODUCTORY TAPE

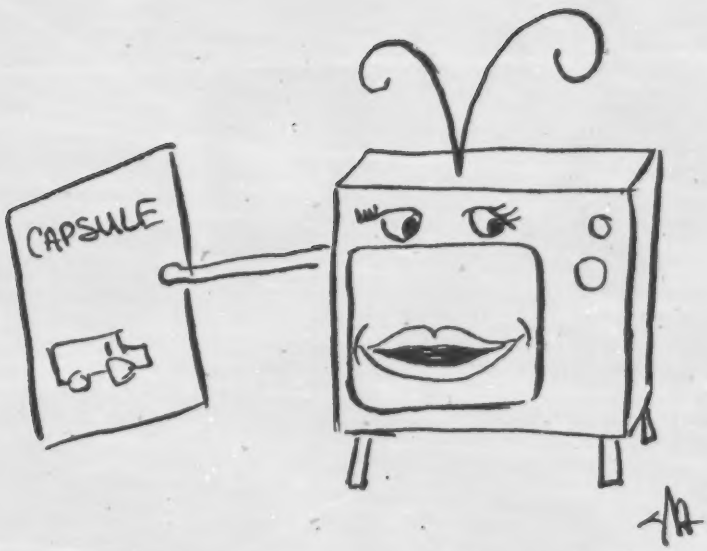


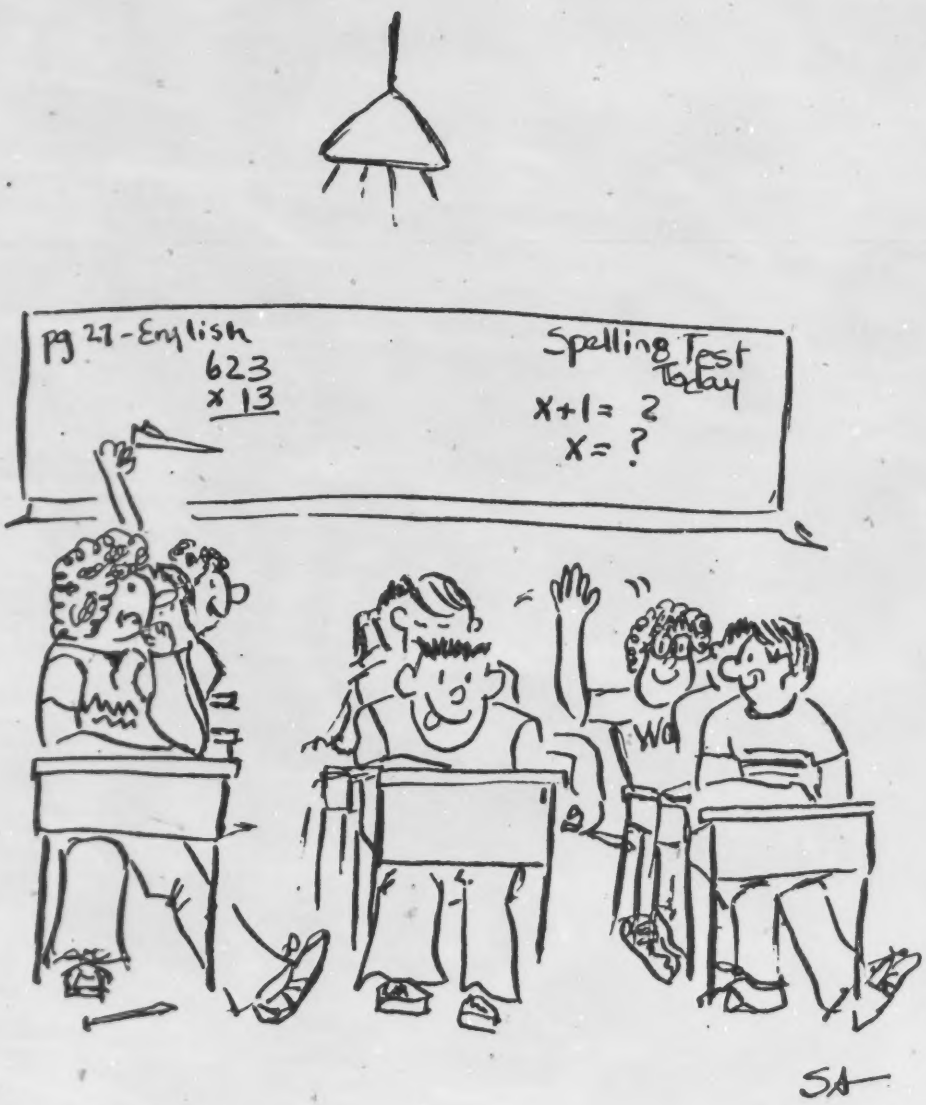


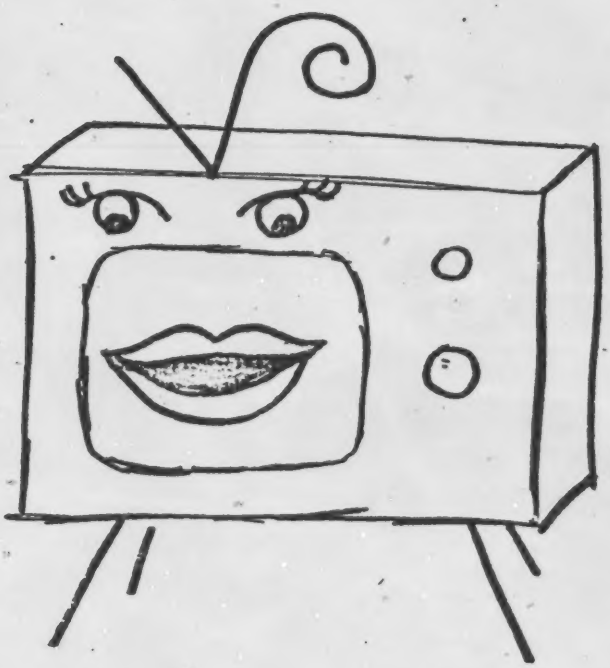


Activities Here!

Capsule


CAPSULE


Pg 27 - English
623
x 13
Spelling Test
Today
x + 1 = 2
x = ?
SA



THE PAUSE THAT SELLS

CAPSULE I

Pre-Test

Name _____ Date _____

Teacher _____ School _____

1. Circle the letter by the group of words that are adjectives.
   a. men, dog, chair
   b. new, tasty, soft
   c. walk, jump, talked
   d. into, over, upon
2. Circle the letter by the group of words that is a slogan.
   a. This soup is good.
   b. More comfortable than feet.
   c. This car saves gas.
   d. Spiderman climbs walls.
3. Circle the letter by the group of words that is a slogan.
   a. Bye bye, calories! Hello, taste!
   b. She used Sudsy Shampoo.
   c. This puppy likes dog food.
   d. Target Toothpaste tastes good.
4. Circle the letter by the group of words that is <u>not</u> a slogan.
   a. The greatest name in peanut candy.
   b. Discover the difference.
   c. Potato chips are snack foods.
   d. World's simplest camera.

5. Circle the adjectives in each sentence.

   a. Happy babies eat Smith Baby Food.

   b. Sam is eating soft ice cream.

   c. Orange Jello is very good.

   d. Funny clowns are wearing new shoes.

6. Choose the adjective which would best sell corn flakes.

   a. crunchy

   b. brown

   c. sweet

   d. crisp

7. Choose the adjective which would best sell a sweater.

   a. bright

   b. wooly

   c. knitted

   d. warm

THE PAUSE THAT SELLS

CAPSULE I

Post-Test

Name _____ Date _____

Teacher _____ School _____

1. Circle the adjectives in each sentence.
   a. White soap gives you shiny, clean dishes.
   b. Pink crayons make beautiful pictures.
   c. Big red strawberries were on her cake.
   d. My salad is made of crisp lettuce, ripe tomatoes and tangy dressing.
2. Circle the letter by the group of words that is a slogan.
   a. Give your kids a fighting chance.
   b. My hair is clean.
   c. The pencil was sharpened by the woman.
   d. The candy comes in red and white.
3. Circle the letter by the group of words that is a slogan.
   a. The good candy is red.
   b. A real taste treat!
   c. My baby oil softens skin.
   d. Candy bars are sweet.
4. Circle the letter by the group of words that tells the purpose of a commercial.
   a. to pay for tv programs
   b. to sell products
   c. to tell people about products
   d. to catch your attention

Column I lists products. Column II lists adjectives that would make people want to buy those products. Put the letter of the adjective in Column II that would make people want to buy the product on the line beside that product.

Column I	Column II
_____ 1. sleeping bag	a. juicy
_____ 2. pogo sticks	b. warm
_____ 3. apple	c. roomy
_____ 4. coat	d. colorful
_____ 5. candy bar	e. bouncy
	f. tasty

Match the products in Column I with the slogans in Column II. Write the letter of the slogan on the line beside the product that it matches.

Column I	Column II
_____ 1. car	a. tough as our name
_____ 2. arrows	b. when a light lunch is all you want
_____ 3. canned soup	c. the choice of the pros
_____ 4. jeans	d. always on target
_____ 5. tennis shoes	e. when only the best will do
	f. safe and dependable

THE PAUSE THAT SELLS
CAPSULE I SECTION I

WORKSHEET #1

NAME _____ DATE _____

Write some describing words about this product. Use the questions to help you.

How does it look? _____

_____

How does it taste? _____

_____

How does it make you feel? _____

_____

What color is it? _____

_____

What is it used for? _____

_____

THE PAUSE THAT SELLS
CAPSULE I SECTION I

WORKSHEET #2

NAME _____ DATE _____

Write some adjectives that could be used to describe this product. Use the questions to help you.

How does it look? _____

_____

How does it taste? _____

_____

How does it make you feel? _____

_____

What does it look like? _____

_____

How would you use it? _____

_____

THE PAUSE THAT SELLS
CAPSULE I SECTION I

WORKSHEET #3

NAME _____ DATE _____

Find at least 4 adjectives in each ad.

AD #1 _____

_____

_____

_____

AD #2 _____

_____

_____

AD # 3 _____

_____

_____

AD #4 _____

_____

_____

AD #5 _____

_____

_____

Do you remember that adjectives are describing words? They can tell you how a product looks, feels, and what it tastes like and feels like.

THE PAUSE THAT SELLS
CAPSULE I SECTION I

WORKSHEET # 4

NAME _____ DATE _____

PICTURE NUMBER _____

	Adjectives	Commercial
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

THE PAUSE THAT SELLS
CAPSULE I SECTION I

WORKSHEET #5

NAME _____ DATE _____

PICTURE NUMBER _____

Adjectives

1. _____

2. _____

3. _____

4. _____

5. _____

Script

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

THE PAUSE THAT SELLS
CAPSULE I SECTION I

WORKSHEET #6

NAME _____ DATE _____

Find and circle the adjectives.

D A S R A P R E T T Y W
B C L E A R C G O O D H
B I G D D T E F G C H I
T F O S H A P P Y L I T
D L O G J A K L N E W E
M N I O P R R S M A L L
S R W E A K T D U N V W
B L U E X Y G N O R T S

Word Box

BIG	HAPPY	STRONG
SMALL	CLEAN	WEAK
BLUE	CLEAR	SAD
PRETTY	SOFT	WHITE
BRIGHT	HARD	GOOD
OLD	NEW	RED

THE PAUSE THAT SELLS
CAPSULE I SECTION I

WORKSHEET # 7

NAME _____ DATE _____

ADJECTIVE FIND

Cut the adjectives from the bottom of the page. Paste one adjective beside the product it might describe.

PAJAMAS _____

HAND LOTION _____

TOY CAR _____

DOLL _____

TOOTHPASTE _____

soft	new	white
warm	cuddly	tasty
smooth	fast	cute

THE PAUSE THAT SELLS
CAPSULE I SECTION I

WORKSHEET #8

NAME _____ DATE _____

COMMERCIALS

Look at the commercial on each television. Write the adjectives on the lines below the television.

_____

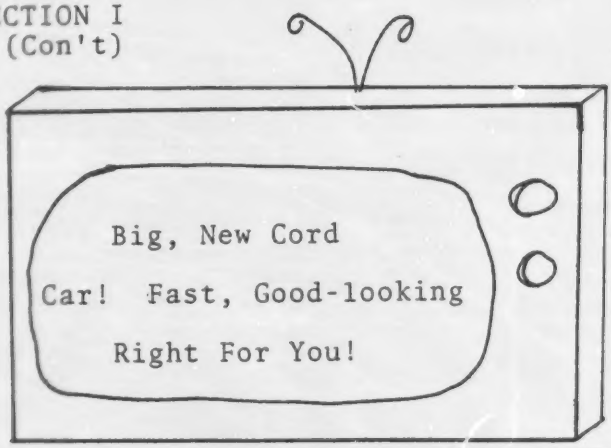
_____

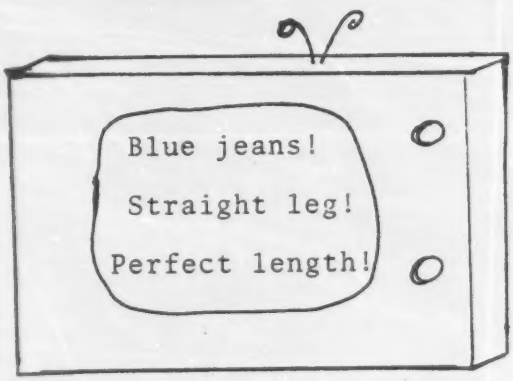
_____

_____

_____

THE PAUSE THAT SELLS
CAPSULE I SECTION I
WORKSHEET #8 (Con't)





THE PAUSE THAT SELLS
CAPSULE I SECTION I

WORKSHEET #9

NAME _____ DATE _____

Watch one television commercial. Pick out at least two adjectives that were used.

1. _____
2. _____
3. _____
4. _____

Dear Parent,

This activity is part of the learning capsule your child is using.

Please allow the viewing of a commercial. You may help if needed.

Sincerely,

THE PAUSE THAT SELLS
CAPSULE I SECTION I

WORKSHEET #10

NAME _____ DATE _____

See if you can circle the adjectives in these commercials.

1. The Fisher-Price stove is sturdy and safe.

2. Mop & Glo gives you clean, shiney floors.

3. Buy Gerber's for a happy, healthy baby.

4. Pick up this soft, cuddly, lifelike kitten.

With seven or more correct you are ready to go on to Section II.

THE PAUSE THAT SELLS
CAPSULE I SECTION II

WORKSHEET #11

NAME _____ DATE _____

Find the slogan in each ad used to get your attention.

Ad #1 _____

_____

Ad #2 _____

_____

Ad #3 _____

_____

Ad #4 _____

_____

Ad #5 _____

_____

Ad #6 _____

_____

Ad #7 _____

_____

Ad #8 _____

_____

THE PAUSE THAT SELLS
CAPSULE I SECTION II

WORKSHEET #12

NAME _____ DATE _____

Write the slogan you see on each ad. These are magazine ads, but you may also see these slogans on television commercials.

1. _____
_____

2. _____
_____

3. _____
_____

4. _____
_____

5. _____
_____

Pick one ad and make up a new slogan for it.

_____
_____
_____

THE PAUSE THAT SELLS
CAPSULE I SECTION II

WORKSHEET #13

NAME _____ DATE _____

Write the slogan from the commercials you recorded.

#1. _____

_____

_____

#2. _____

_____

_____

Dear Parents,

Your child needs to tape record two commercials. This is part of our learning activity on television commercials.

If some help is needed, could you please assist?

Thank you for your continued help and cooperation.

Sincerely,

THE PAUSE THAT SELLS
CAPSULE I SECTION II

WORKSHEET #14

NAME _____ DATE _____

FINISH THE SLOGAN

Finish the slogan about the product named.

GARBAGE BAGS	So strong...
BABY BLANKET	Soft as...
PLANT	Blossoms...
SHOE-LACES	A tie in every...
KNIFE	Cut! Cut! Cut!

THE PAUSE THAT SELLS
CAPSULE I SECTION II

WORKSHEET #15

NAME _____ DATE _____

FIND THE PRODUCT

Draw a line between the slogan and the product.

1. Won't rust when wet.	a. Scrubby Cleanser
2. Sticky sweet and good to eat.	b. Write on Pen
3. Cuddly, loving and goes anywhere.	c. Dusty Chalk
4. Unbreakable, white, no screech writing.	d. Sticky Sugar
5. For hard cleaning jobs.	e. Glue Stick
6. Icky sticky-works for you.	f. Rusty Nails
7. It goes on and on and on.	g. Rover Puppy

THE PAUSE THAT SELLS
CAPSULE I SECTION II

WORKSHEET #16

NAME _____ DATE _____

In Activity File you will find 5 pictures. Write the slogan.

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

4. _____
_____
_____

5. _____
_____
_____

If you have at least 4 right you are ready for the Post-test!

Quest 1 Worksheet

Write F in the sentence or phrase is a fact.

Write O if the statement or phrase if an opinion.

HINT: Fact if something that is really true.
Opinion is something someone thinks.

_____ 1. Kool Aid comes in many flavors.

_____ 2. Honda - We make it simple.

_____ 3. Hair-in-the-Sun- Because you wouldn't burn your skin.

_____ 4. Jell-o is made with water.

_____ 5. Block Out- Maximum protection against the sun.

_____ 6. Gainesburgers are a kind of dog food.

_____ 7. Tide is used to wash clothes.

_____ 8. Tritorn, the ultimate tennis shoe.

_____ 9. Sure is a new improved, sure spray.

_____ 10. Chevrolet is a kind of car.

_____ 11. You will love Suzy Q's chocolate cupcakes.

_____ 12. Tame is a hair conditioner.

When finished, check on back.

ANSWERS

F 1.

O 2.

O 3.

F 4.

O 5.

F 6.

F 7.

O 8.

O 9.

F 10.

O 11.

F 12.

THE PAUSE--

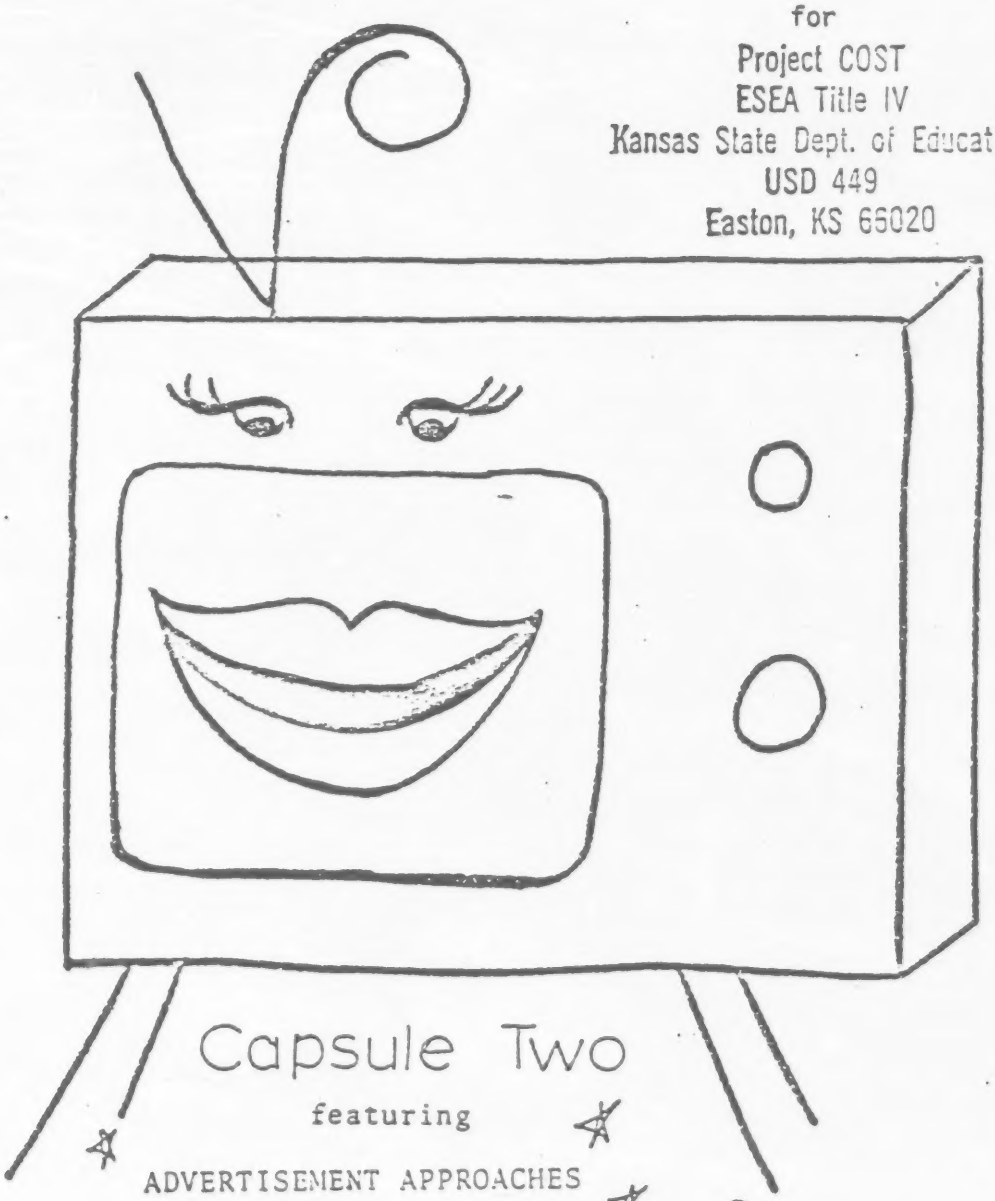
THAT SELLS

By

Liz Wiley

for

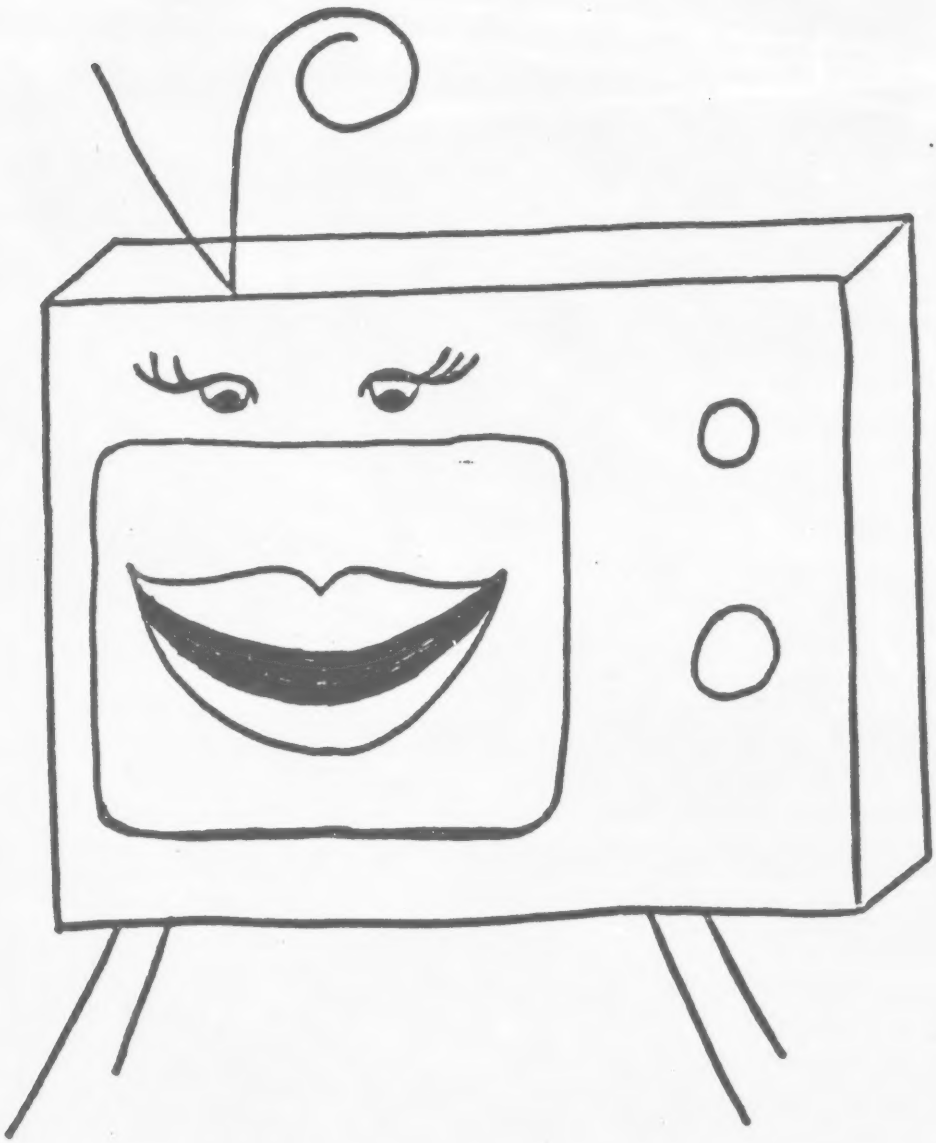
Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

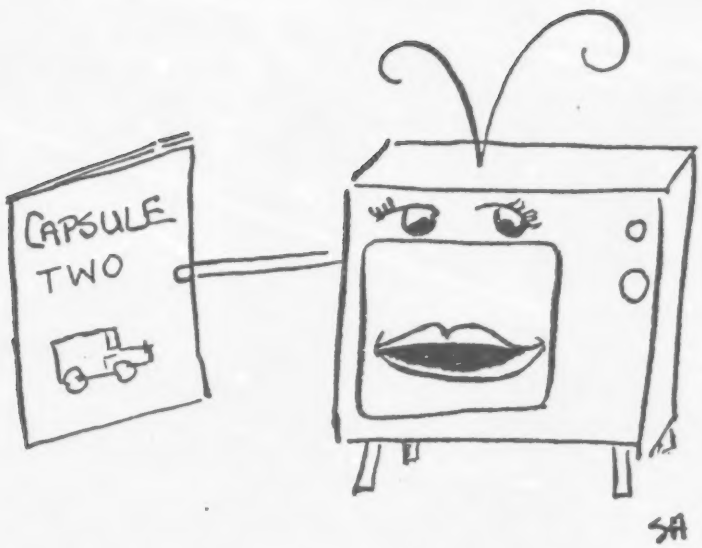


Capsule Two

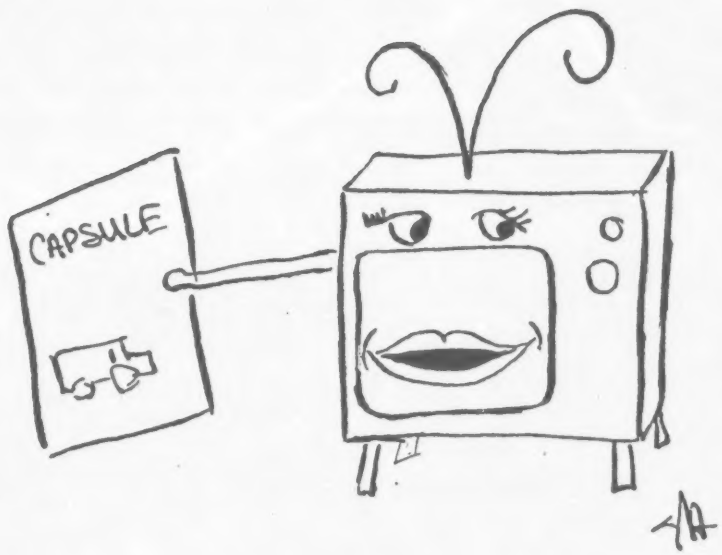
featuring

ADVERTISEMENT APPROACHES



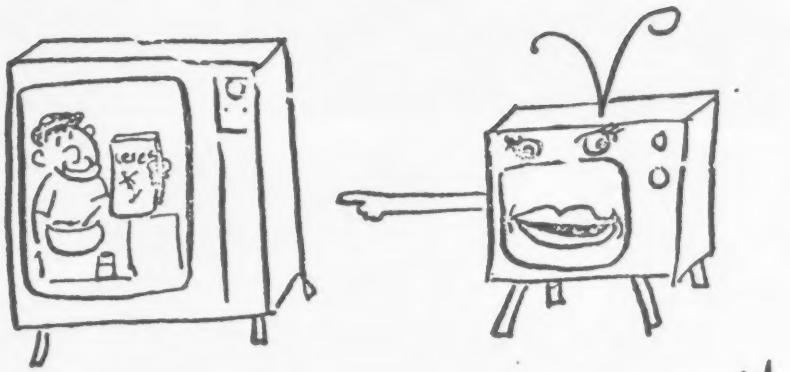

CAPSULE
TWO
SA

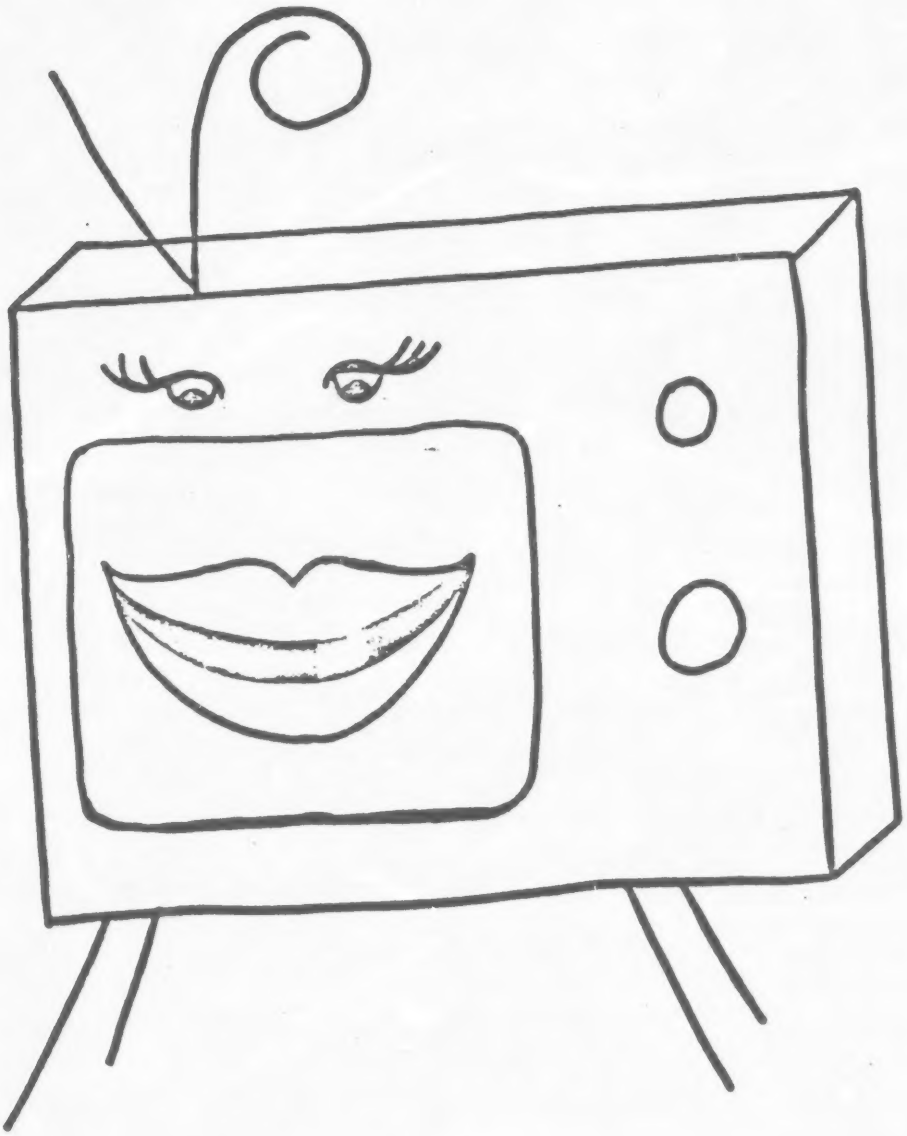
Pg 27 - English
623
x 13
Spelling Test
Today
x + 1 = 2
x = ?
SA


CAPSULE

Capsule

Activities Here!





MY RECORD

CAPSULE TWO SECTION I

NAME

PRE-TEST SCORE

POST-TEST SCORE

	Activities	I Choose	Student Comment	Teacher Comment	Date Finished
	Activity 24 Worksheet 17	X			
choose one	Activity 25 Worksheet 18				
choose one	Activity 26 Worksheet 19				
choose one	Activity 27 Worksheet 20				
choose one	Activity 28 Worksheet 21				
	Activity 29 Worksheet 22	X			
choose one	Activity 30 Worksheet 23				
choose one	Activity 31 Worksheet 24				
choose one	Activity 32 Worksheet 25				
choose one	Activity 33 Worksheet 26				
choose one	Activity 34 Worksheet 27				
	Activity 35 Worksheet 28	X			

92

MY RECORD (CONT.)

CAPSULE TWO NAME

	Activities	I Choose	Student Comment	Teacher Comment	Date Finished
Choose two	Activity 36				
	Activity 37				
	Activity 38				
	Activity 39				
	Activity 40	X			
Choose three	Activity 41				
	Activity 42				
	Activity 43				
	Activity 44				
	Activity 45				
	Activity 46 Worksheet 30	X			
	Quest 1				
	Quest 2				

The Pause That Sells - Capsule Two
Pre-test

Name _____ Date _____

Teacher _____ Grade _____

Circle the letter of the correct advertising approach in the questions below.

1. A television commercial shows George Brett, a famous baseball player. He is advertising soap. What ad approach is being used?

   a. famous people
   b. expert says
   c. youth appeal
   d. basic ad

2. A commercial shows a new car. It tells you that the car will not pollute the air. This commercial uses which approach?

   a. appeal to senses
   b. concern for public good
   c. humor
   d. basic ad

3. A commercial shows a table full of delicious-looking food. This is an example of which ad approach?

   a. appeal to senses
   b. humor
   c. expert says
   d. concern for public good

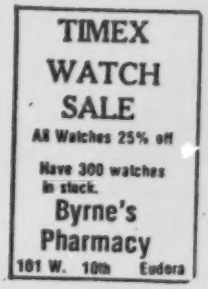
4. A commercial shows a doctor using a certain brand of aspirin. Which ad approach is being used?

   a. appeal to youth
   b. famous people
   c. expert says
   d. appeal to senses

5. A television commercial shows teenagers playing volleyball at the beach. They stop to drink a certain brand of soft drink. What ad approach is being used?

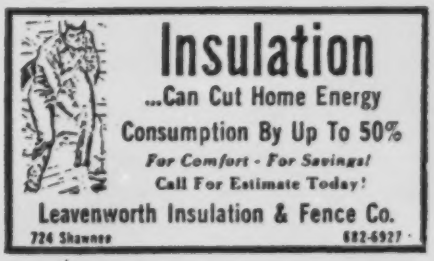
   a. appeal to senses
   b. basic ad
   c. concern for public good
   d. appeal to youth

6. Which ad approach is being used in this ad?



   a. appeal to youth
   b. basic ad
   c. expert says
   d. famous people

7. Which ad approach is being used in this ad?



   a. basic ad
   b. humor
   c. appeal to youth
   d. concern for public good

8. Yogi Bear appears on a television commercial. He is telling you how great Jellystone Park is for picnics. Which ad approach is being used?

   a. basic ad
   b. concern for public good
   c. appeal to youth
   d. famous people

9. "Four out of five dentists use Wonder Smile Toothpaste." Which approach did this ad use?

   a. concern for public good
   b. famous people
   c. expert says
   d. basic ad

The Pause That Sells Pre-test (cont.)

10. Crunchy Time Potato Chips let you hear the sound of people biting down on their potato chips. What ad approach is being used?

    a. humor
    b. appeal to senses
    c. basic ad
    d. youth appeal

The Pause That Sells- Capsule Two
Post-test

Name _____ Date _____

Teacher _____ Grade _____

Here are some ads that you might see on television or in magazines. Read what each ad says. Decide which of the seven ad approaches that you have studied is being used. Write that approach on the line after the ad. The seven approaches that you have studied are: basic ad, appeal to senses, famous people, expert says, humor, appeal to youth, concern for public good. You will have to use some answers more than once.

1. " Lo Cal Salad Dressing makes a salad with fewer calories."

_____

2. "Ralph the TV Repairman owns a Moxie Television."

_____

3. "Give a hoot! Don't pollute!"

_____

4. "Smith Cold Cream makes you look and feel sixteen again."

_____

5. "Wheatos Cereal is used by the U.S. Olympic Team."

_____

The Pause That Sells Post-test (cont.)

6. "If Mona Lisa had used Snappy Toothpaste, she could have smiled for Leonardo."

_____

7. "Loretta Starlet, well-known movie star, runs in Fleet Tennis Shoes."

_____

8. "Look at all these donuts. Don't they make your mouth water? You can get them all at Al's Donut Shop."

_____

9. "For sale. Good used car. Cheap. Call 555-1214."

_____

THE PAUSE THAT SELLS

Worksheet #17

CAPSULE TWO

Name _____ Date _____

DIRECTIONS: Look at each ad. Read it carefully. Answer the questions to help you find out the way that the advertiser is trying to get your attention.

1. (a) What do you notice first? _____

_____

(b) What is said about the product? _____

_____

_____

(c) By what name would you call this kind of commercial?
(Hint: Look at the list on the bottom of the next page.)

_____

2. (a) What do you notice first? _____

_____

(b) What is said about the product? _____

_____

(c) By what name would you call this kind of commercial?

_____

3. (a) What do you notice first? _____

(b) What is said about the product? _____

_____

3. (continued)

(c) By what name would you call this kind of commercial?

_____

4. (a) What do you notice first? _____

(b) What is said about this product? _____

_____

(c) By what name would you call this kind of approach?

_____

BASIC AD	CONCERN FOR PUBLIC GOOD
EXPERT SAYS	YOUTH APPEAL
APPEAL TO SENSES	HUMOR

THE PAUSE THAT SELLS

CAPSULE TWO

Worksheet #18

Name _____ Date _____

DIRECTIONS: Cut the approach names from the bottom of the page. Paste the approach beside the commercial it names.

1. To be young and beautiful
   choose TEN A DAY VITAMINS.

2. Dr. Jones always uses
   Headache Aspirin.

3. Eat Wiggly Tuna.

4. Try fat-free FRY UP
   BACON.

Concern for public good	Basic Ad
Expert says	Youth appeal

THE PAUSE THAT SELLS

CAPSULE TWO

Worksheet #19

Connect an Approach

Name _____ Date _____

DIRECTIONS: Draw a line between the commercial and the approach it uses.

Bouncy Balls are sold in department stores.	Concern for Public Good
Want to look as young as your daughter? Try Pits Face Cream.	Basic Ad
Does not pollute the water. No Catch Lures.	Youth Appeal
Major League pitchers use No Hit Balls!	An Expert Says

THE PAUSE THAT SELLS

CAPSULE TWO

Worksheet #20

Create an Ad-Concern for Public Good

DIRECTIONS: You are an ad maker. Create a commercial so that someone would want to buy this box of candy. Use the concern for public good approach.

Put your ad on a television roll. Show it to a friend. Have your friend pick out the approach you used from the four we've studied. When you have completed this activity, put your roll in the basket. Have your friend sign his name to this paper on the line below.

_____

THE PAUSE THAT SELLS

CAPSULE TWO

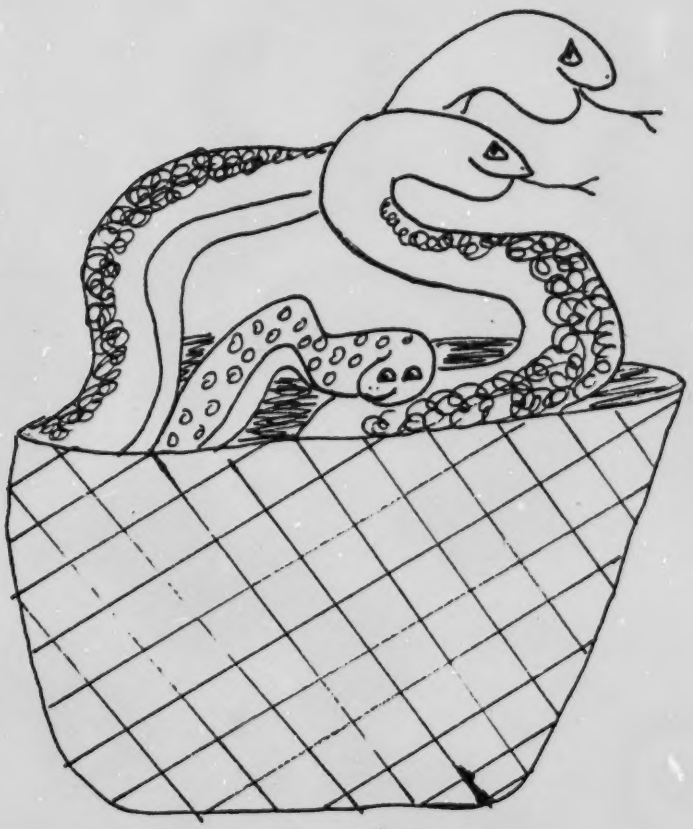
Worksheet #21

Create an Ad-An Expert Says

Name _____ Date _____

DIRECTIONS: You are an ad maker. Create a commercial so that someone would want to buy these snakes. Use the Expert Says approach. Put your commercial on a television roll. Show it to a friend. Have your friend pick out the approach you used from the ones we've studied. Have your friend write his guess on the line below.

_____



THE PAUSE THAT SELLS Worksheet #22

CAPSULE TWO

Name _____ Date _____

DIRECTIONS: Look at each ad. Read it carefully. Answer the questions. They will help you find out some ways that advertisers try to get your attention.

5. (a) What do you notice first? _____

(b) What is said about the product? _____

_____

(c) By what name would you call this kind of commercial?

(HINT: Look at the list on the bottom of the page.) _____

_____

6. (a) What do you notice first? _____

(b) What is said about the product? _____

_____

(c) By what name would you call this kind of commercial?

_____

7. (a) What do you notice first? _____

(b) What is said about the product? _____

_____

(c) By what name would you call this approach? _____

_____

FAMOUS PEOPLE HUMOR APPEAL TO SENSES

THE PAUSE THAT SELLS

CAPSULE TWO

Worksheet #23

Create an Ad-Famous People

Name _____ Date _____

DIRECTIONS: You are using this lovely actress named Sarah Sympathy to advertise your product, Glowlight Shampoo. Put your commercial on a television roll. Show it to a friend. Have your friend pick out the approach you used from the seven we've studied.

THE PAUSE THAT SELLS

CAPSULE TWO

Worksheet #24

Create an Ad-Humor

Name _____ Date _____

DIRECTIONS: You are an ad maker. Create a commercial so that someone would want to buy this footprint. Use the Humor approach. Put your commercial on a television roll. Show it to a friend. Have your friend guess the approach that you used from the seven that we have studied.

THE PAUSE THAT SELLS
CAPSULE TWO

Worksheet # 25

Connect a Commercial

Name _____ Date _____

DIRECTIONS: Draw a line between the advertising approach and the commercial.

Basic Ad O	O Jce DiMaggio says Mr. Coffee is the best kind of coffeemaker.
Concern for Public Good O	O Two friend see each other. One says, "You look the same as you did 20 years ago."
Appeal to the Senses O	O Mr. Good Wrench will fix your problems.
Appeal to Youth O	O Folgers, fresh mountain-grown coffee, tastes so good.
Famous People O	O They want tuna that tastes good, Charlie.
Expert Says O	O Like a good neighbor. State Farm is there.
Humor O	O Drink Coca Cola.

THE PAUSE THAT SELLS
CAPSULE TWO

Worksheet #26
Approach Paste

Name _____ Date _____

DIRECTIONS: On the bottom of the page are the 7 ad approaches we have studied. Cut these approaches apart. Decide which of the ads below uses these approaches. Glue the approach in the space below the ad that uses that approach.

Buf beauty basics for softer, smoother, younger-looking skin.	Why put up with more pain than you have to? Hospital studies show Excedrin relieves pain better than other pain relievers.
Scholl is the one! Better for your feet! Comfort in a good-looking sandal.	Introducing a whole new feeling of dryness. New improved Sure!
Cremesticks for Eyes by Coty.	Fox Photo - Look for the Fox.

Basic Ad	Youth Appeal	Appeal to the Senses
An Expert Says	Concern for Public Good	Humor
Famous Person		

THE PAUSE THAT SELLS

CAPSULE TWO

Worksheet #27

Approach Hunt

Name _____ Date _____

DIRECTIONS: Watch television or look in magazines to find what approach was used for each product listed. Write the approach on the line.

1. Aim Toothpaste _____

2. Bayer Aspirin _____

3. Buc Wheats _____

4. Bounty _____

5. Singer _____

6. Tuna Helper _____

THE PAUSE THAT SELLS Worksheet #28

CAPSULE TWO

Name _____ Date _____

DIRECTIONS: Look at each commercial on Roll #2. Write the advertising approach used by each. The box will remind you of the ones we've studied.

#1. _____

#2. _____

#3. _____

#4. _____

#5. _____

#6. _____

#7. _____

Appeal to Senses	Concern for Public Good	Humor	
Famous People	Basic Ad	Youth Appeal	Expert Says

THE PAUSE THAT SELLS

Worksheet #29

CAPSULE TWO

Name _____ Date _____

	Expert says	Humor	Famous People	Appeal to Senses	Concern for Public good	Basic Ad	Youth Appeal	Other
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

THE PAUSE THAT SELLS

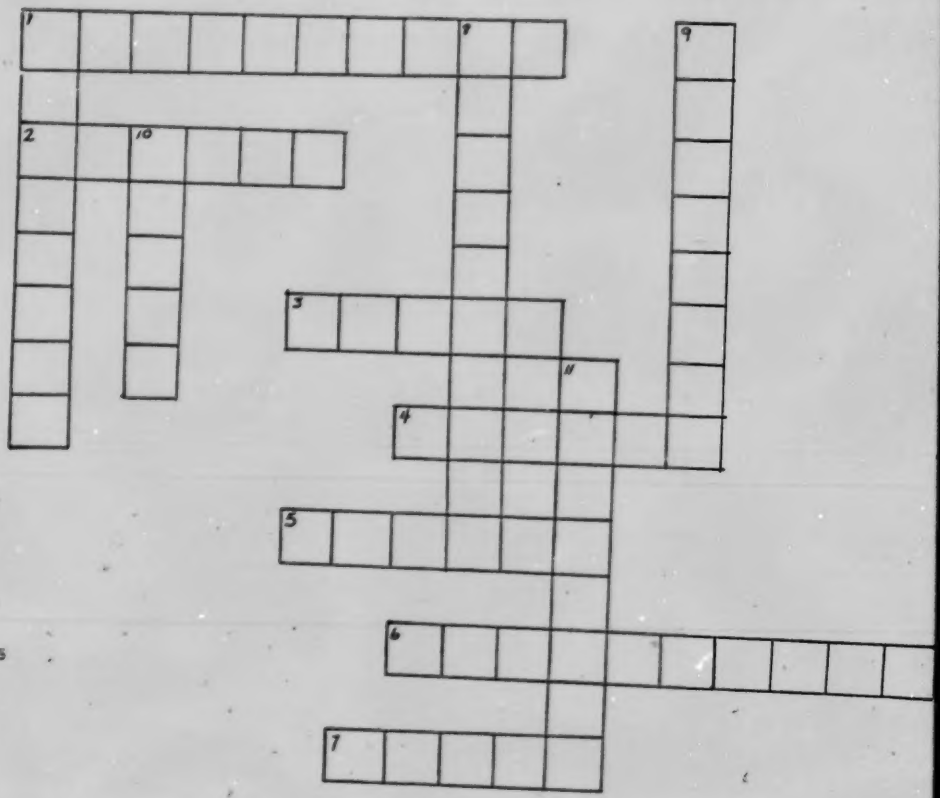
CAPSULE TWO

Worksheet #30

Puzzle

Name _____ Date _____

DIRECTIONS: Complete the puzzle. Use the word box to help you. Notice that the ad approaches with long names have been shortened.



ACROSS

1. An ad maker
2. An ad approach that says, "1 calorie Pepsi Light."
3. An ad approach that says, "Use Clairol for younger-looking hair."
4. An ad approach with Andy Griffith saying that anything tastes good on a Ritz.
5. An ad approach that says, "Gee Your Hair Smells Terrific Shampoo and Conditioner."
6. An advertisement on television
7. An ad approach where house shakes and voice says, "Would Drano let you hurt your pipes?"

DOWN

1. A way ad makers try to get you to buy their product.
8. An ad approach that says, "Sarah Tucker Inns use Cool Whip.
9. Items that are made to sell.
10. An ad approach that says, "Eat Long's Lima Beans."
11. Person who buys and uses a product.

Expert Says	Famous	Humor	Basic
Youth	Public	Senses	Consumer
Commercial	Products	Approach	Advertiser

THE PAUSE --

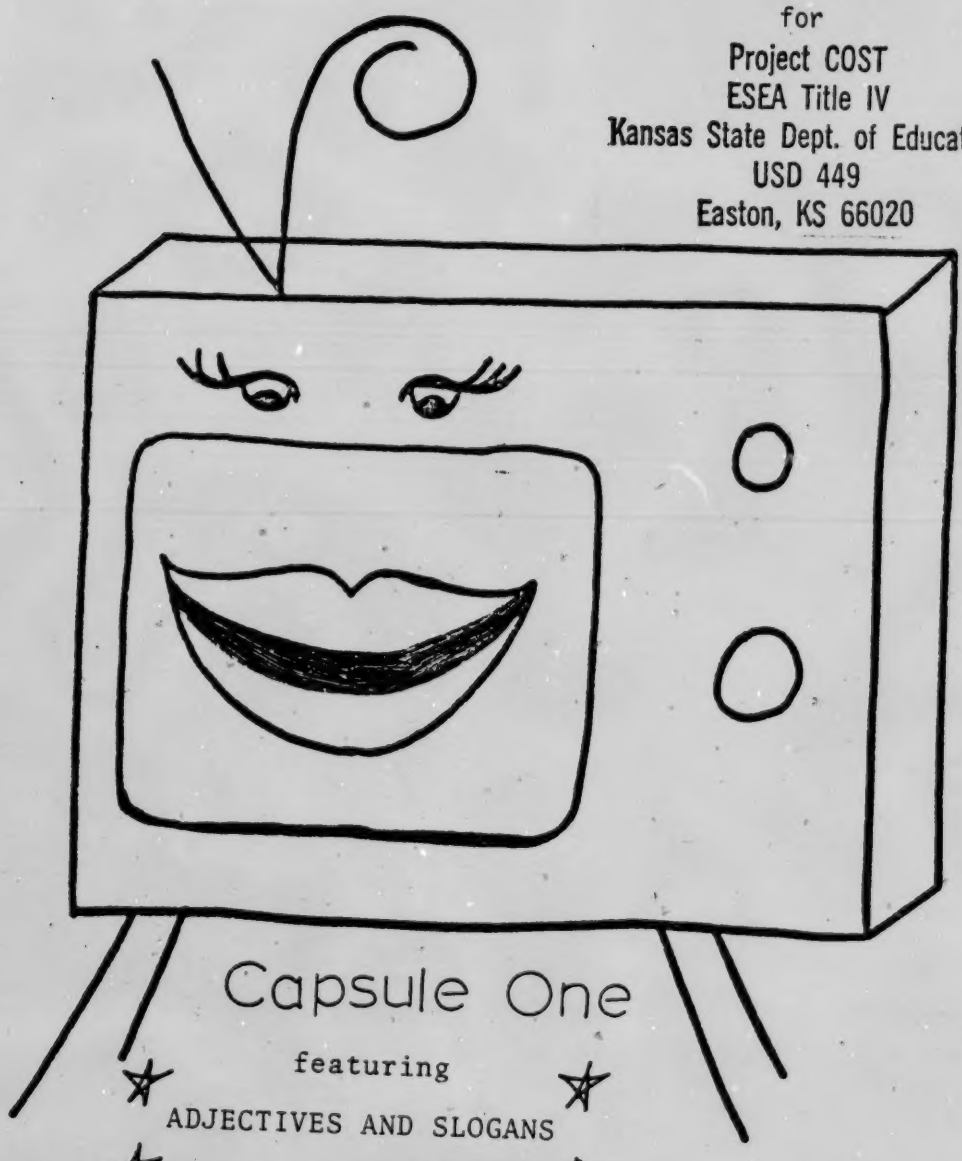
THAT SELLS

By

Liz Wiley

for

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020



Capsule One

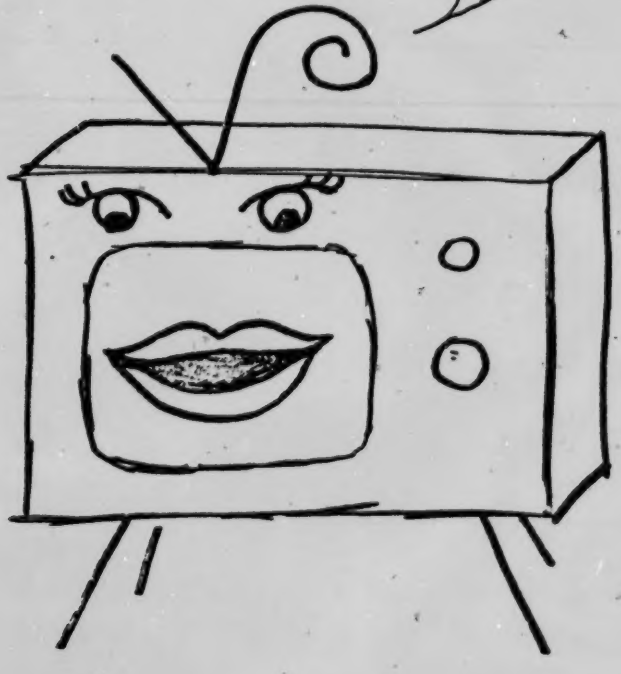
featuring

ADJECTIVES AND SLOGANS

Before we get started you need to learn how to use your very own television.

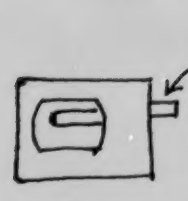
You will need the roll labeled "Introduction" and the television.

Follow the directions on the next page to use the television and roll.



It's easy to put the roll on me, your television.

Just follow these steps.



1. Pull the top stick out of one side of the box.

2. Put the roll on the stick through the screen opening.

3. Put the stick back in.

4. Pull the end of the roll downward.

5. Stick the end of the paper to the Glutack (sticky stuff).
   HINT: You may need to reach through the back to stick it down more easily.

6. Roll the bottom stick.
   HINT: It works better if you roll with both hands.

7. Each time center the picture in the television screen.

Set up the tape recorder with Cassette Tape #1.

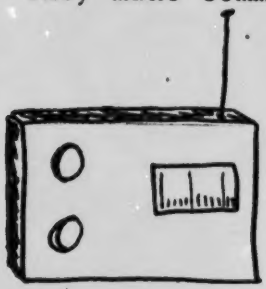
Start the tape. When you hear the sound of the bell on this tape, turn the recorder off and roll the television to the next frame. Then turn the tape recorder on again.

When you are finished, rewind the tape and rewind the television roll.

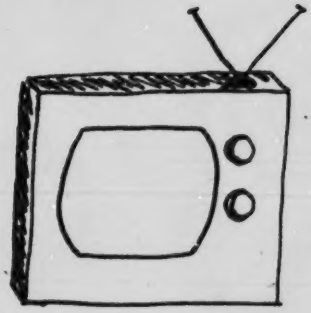
To rewind television roll:

1. Roll completely on bottom rod.
2. Pull out bottom rod on one side.
3. Take roll from rod. Be careful when taking the roll from the Glutack.
4. Reroll by hand.

People who make products want to sell them. In order to let buyers know about their product they make commercials. These commercials are on



on



in

and in

The commercials are made to appeal to the consumer, you and me, who might buy this product. The people who make commercials try different ways to get people to buy.

We are going to learn about television commercials in a new way. The learning activities are contained in a capsule. Everything you need is stored in what we will call the Television Center.

Throughout the capsule there are activities you must do and others that you may choose to do.

Get a record sheet at the television center. Put your name on it. Keep it in your folder. This will help you to know which activities you are working on.

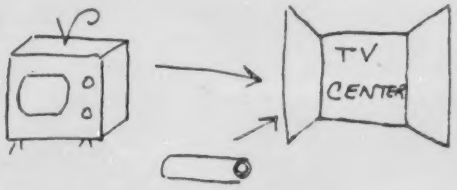
There's a columm for choices you make (the ones already marked are ones you must do), another column to write the date you finish and a place for your comments as well as your teacher's comments.

When you finish this capsule you will be able to recognize words called adjectives used in commercials. You will also recognize catchy phrases or slogans used to get the attention of the consumer.

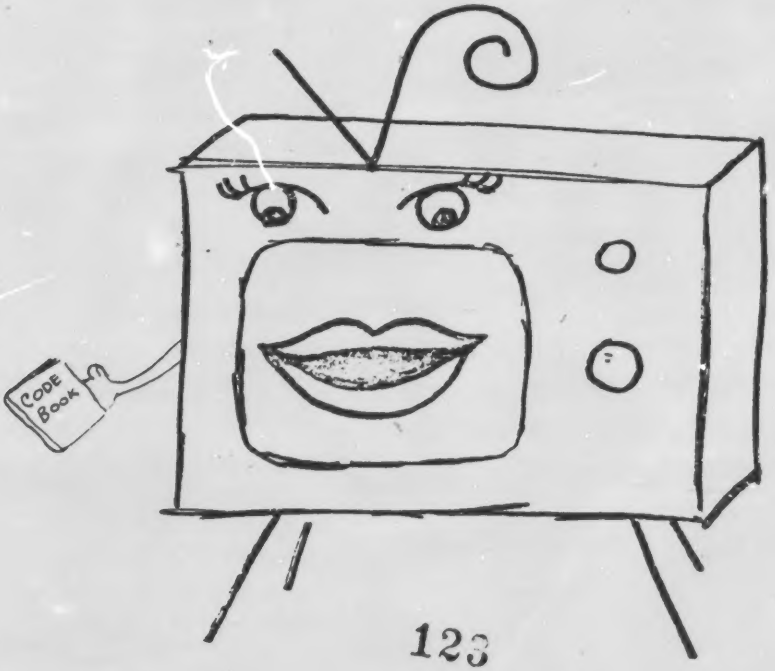
Let's have a secret code for some special directions!

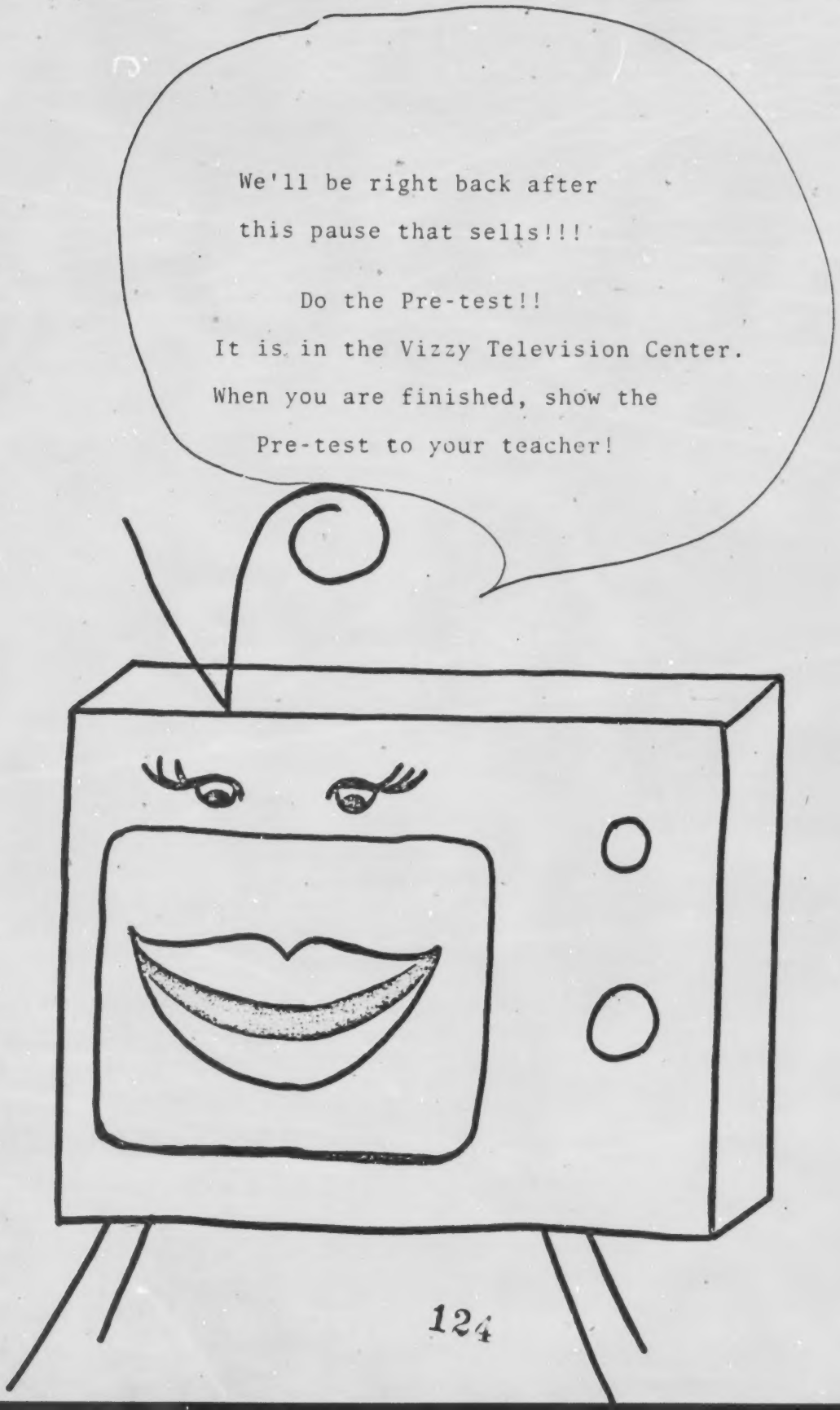
When you see this

You will know that I want you to put your paper in the basket.

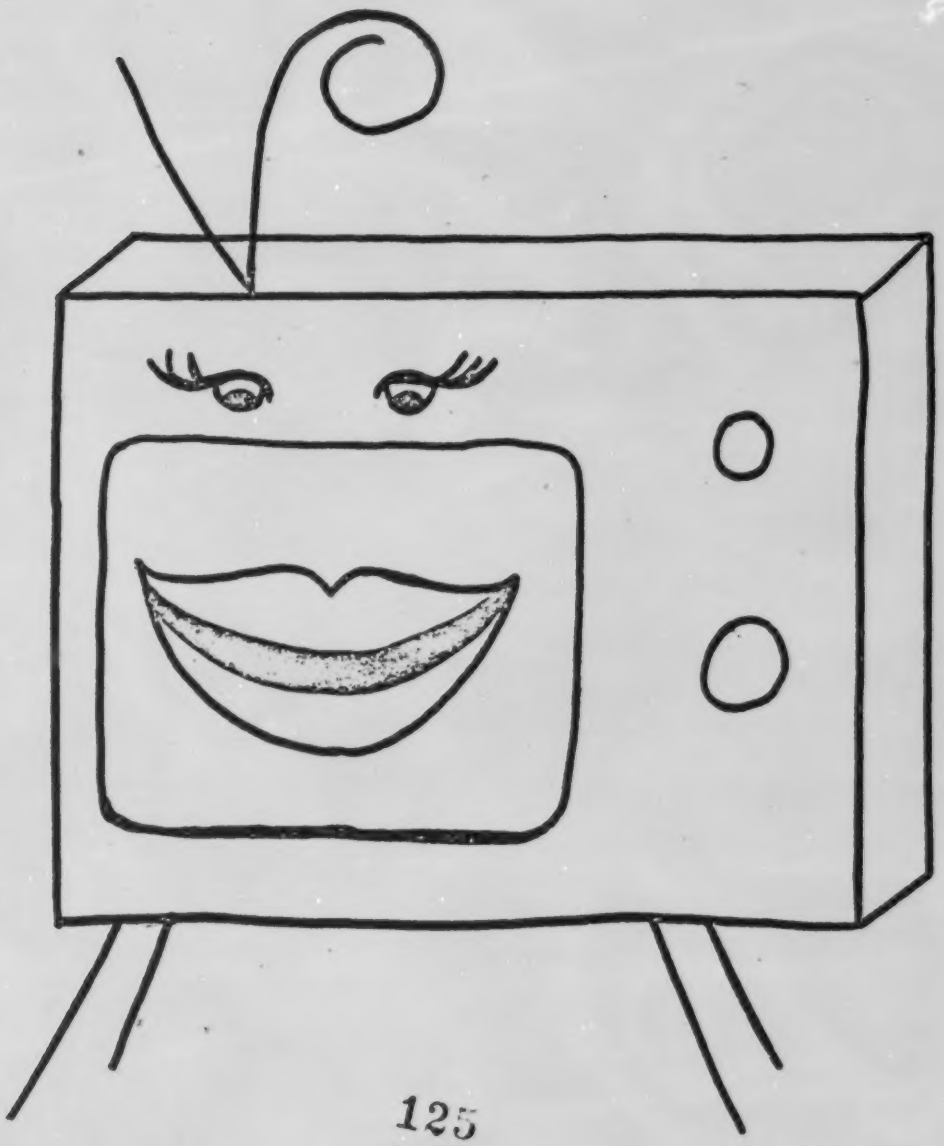
When you see this 

whatever is pictured is put in its place in the Vizzy Television Center.




We'll be right back after
this pause that sells!!!
Do the Pre-test!!
It is in the Vizzy Television Center.
When you are finished, show the
Pre-test to your teacher!

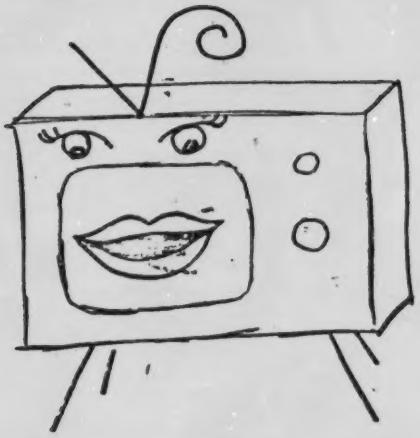
Section
1



OBJECTIVE

Upon completion of Section One of this capsule, you will be able to:

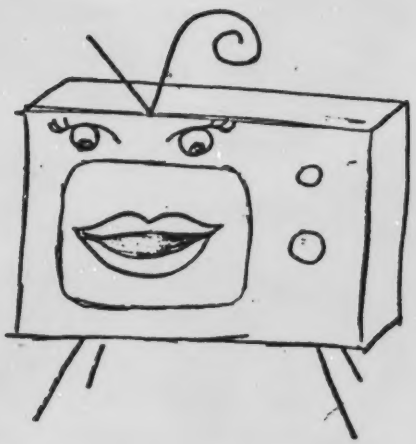
1. Identify adjectives used in commercials.



Hi! Remember me?

Remember: A commercial is a way to tell consumers, you and me, about a product we could buy.

We'll look at some ways advertisers, people who make commercials, try to get us to buy their products.



Let's go back to the commercial I used to sell you this capsule.

Listen to the tape again and roll the television roll as you did the first time. Listen carefully between the first and second bell. You heard the words "dull and uninteresting" describing school. These two words are adjectives telling about school.

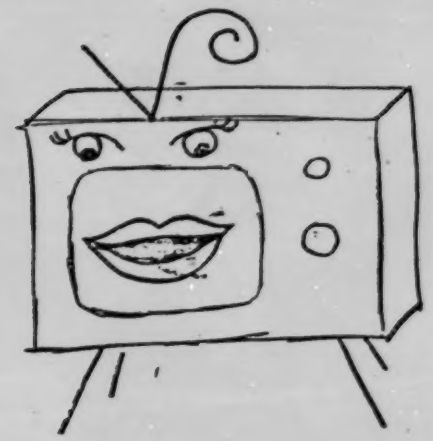
Listen again until the next bell sound. Did you hear the words "new and exciting?" These words told about or described the word experience. These are adjectives.

Listen again, but do not stop until two bells have rung. Now you heard the adjective "neat" to describe activities and the adjective "fun" to describe games.

You may finish listening to the introduction if you wish.

Another way to think about adjectives is to remember that they tell something about a person, place or thing. In other words, they describe a noun.

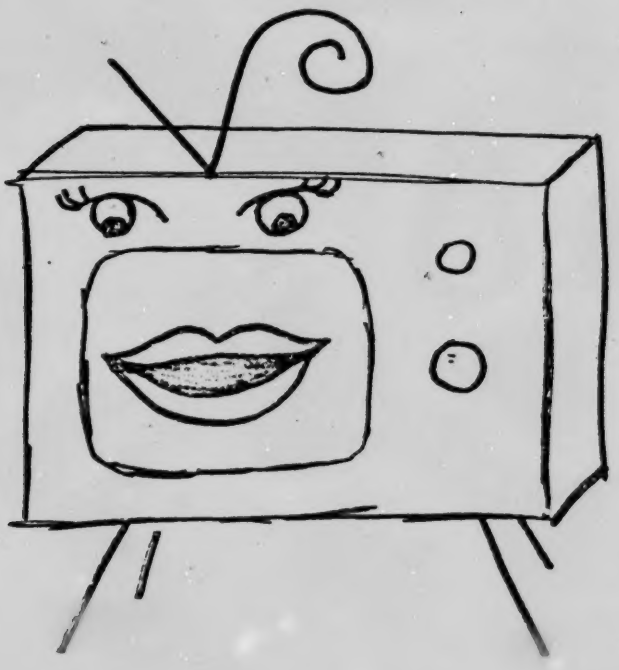
Rewind the tape and reroll the television roll.



Get Product A and Worksheet #1 from the Vizzy Television Center for Activity #1.

Look at this container. Think about the product that comes in it. What words can you think of to describe it? Worksheet #1 has some questions to help you. Write on Worksheet #1--any describing words or adjectives you can think of. Then turn to page 14 of this capsule.

Did you think of some of these words about Product A?



NEW

APRICOT

ORANGE

GOOD

YUMMY

SLIPPERY

These describing words are called adjectives.

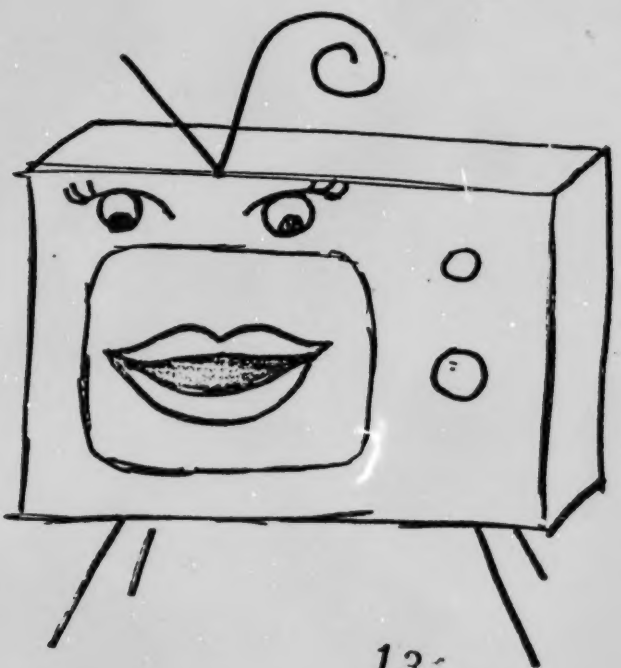
Adjectives are used in advertisements of all kinds.

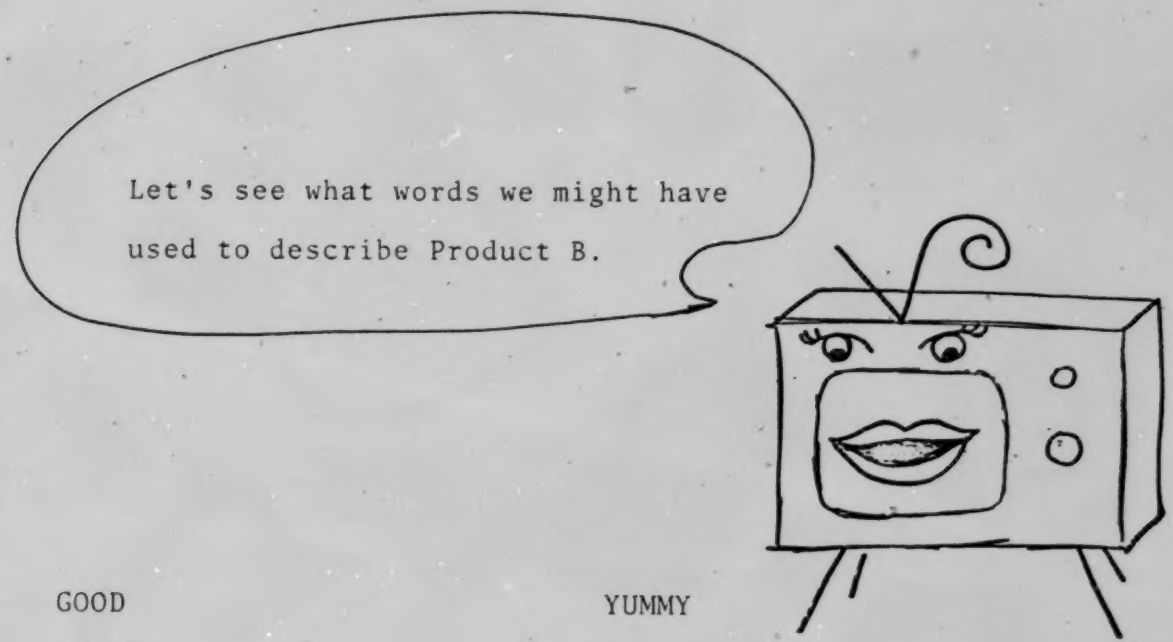
That was a good job. Now you know what an adjective is!

Get Product B and Worksheet #2 from the Vizzy Television Center for Activity #2. Think of some adjectives to describe it.

Worksheet #2 will help you. Write your adjectives on it.

When you finish turn to page 16 in this capsule.





GOOD

SMOOTH

DELICIOUS

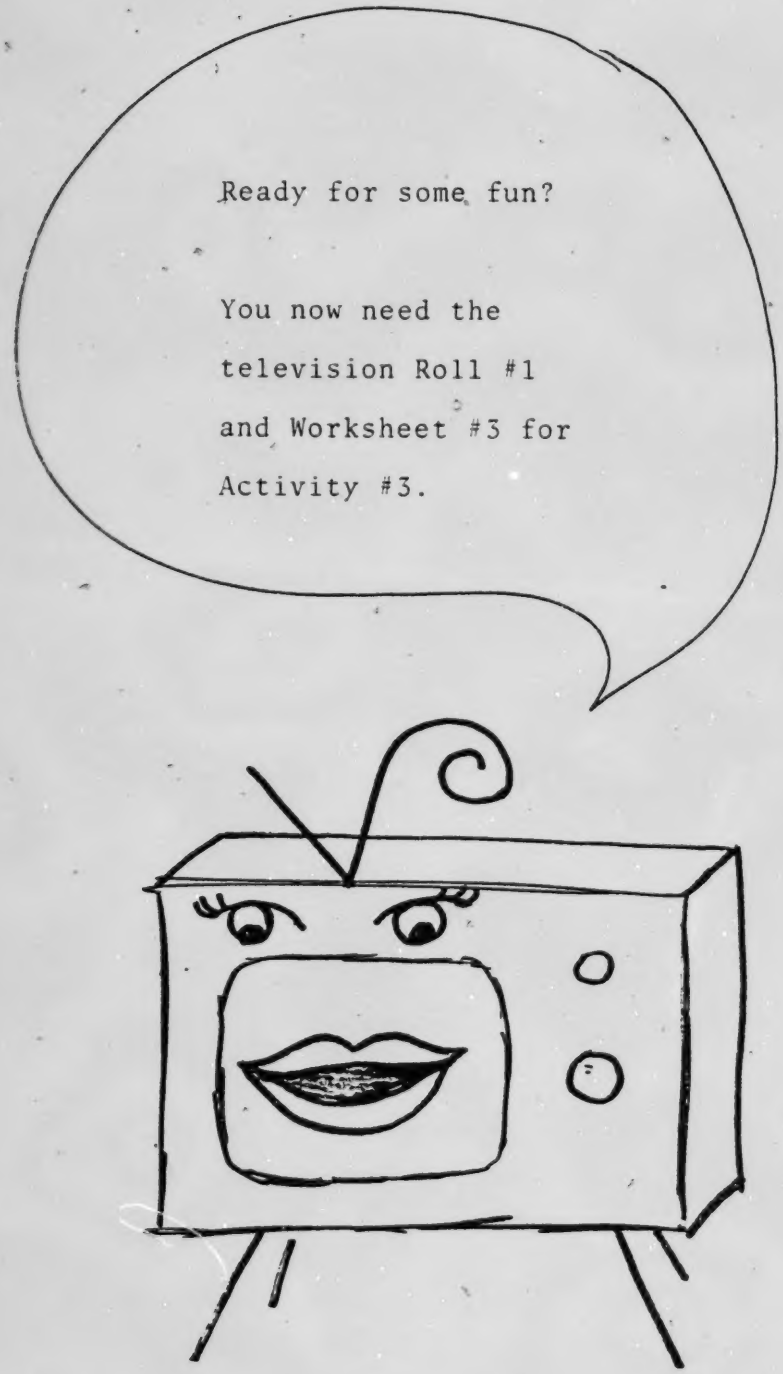
YUMMY

FAVORITE

ORANGE

Remember these are adjectives.

If you had trouble thinking of any, see your teacher before going on.

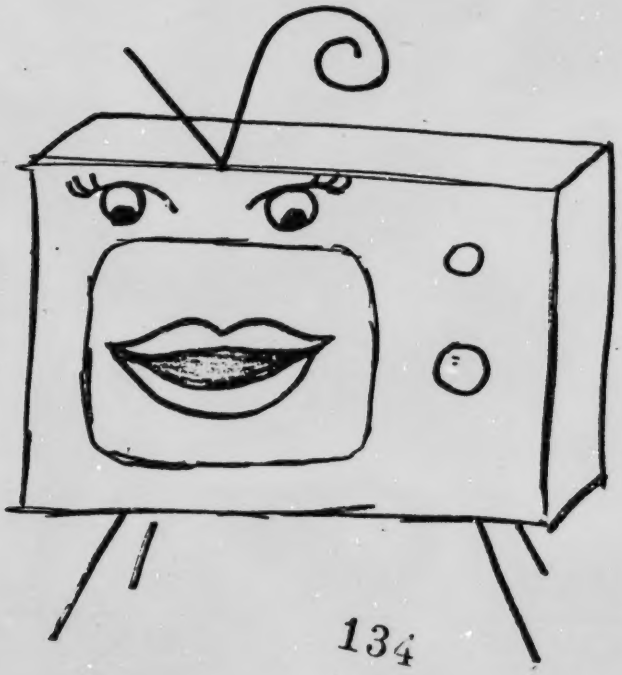

Ready for some fun?
You now need the television Roll #1 and Worksheet #3 for Activity #3.

READY? ROLL TO PICTURE #1!

You will notice that these pictures are from magazines, but they are very much like those you see on the television. It is easier to learn about commercials when they are written and we can look at them a longer time than to see and hear them on the screen.

So now we are going to pretend that these are really television commercials!

READY??? LET'S GET STARTED!!!



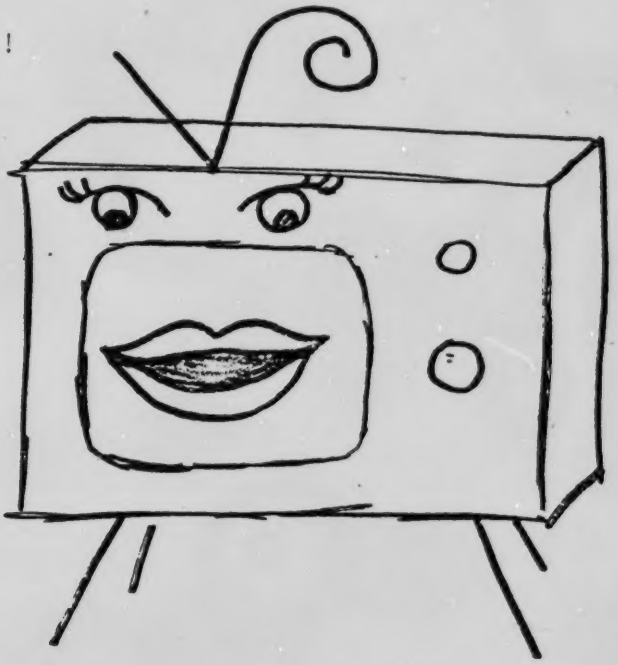
Using Worksheet #3, write four adjectives that you find in Commercial #1.

Read through the whole commercial. I know there will be words you do not understand, but I think you can find four.

After you have done your best, get the answer card from the Vizzy Television Center. Are the four you found listed there?

GREAT WORK!!

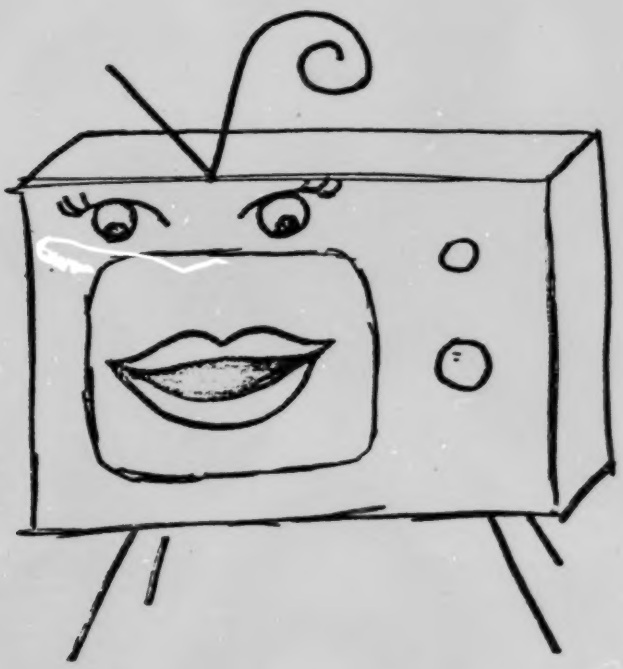
Now turn the card over!!



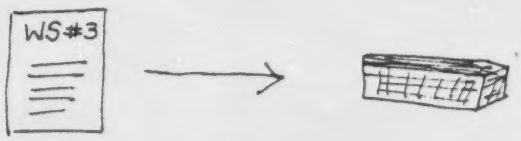
Now roll your television to Commercial #2. Again look for four adjectives.

When your have done your best, check on the answer card again.

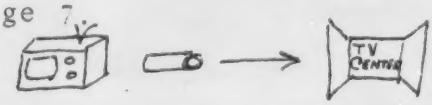
You are doing great! If you have had any trouble with Commercial #1 or #2, you need to talk about it with your teacher.



You are on your own with Commercial #3, #4 and #5. Find the adjectives, then check on the answer card.

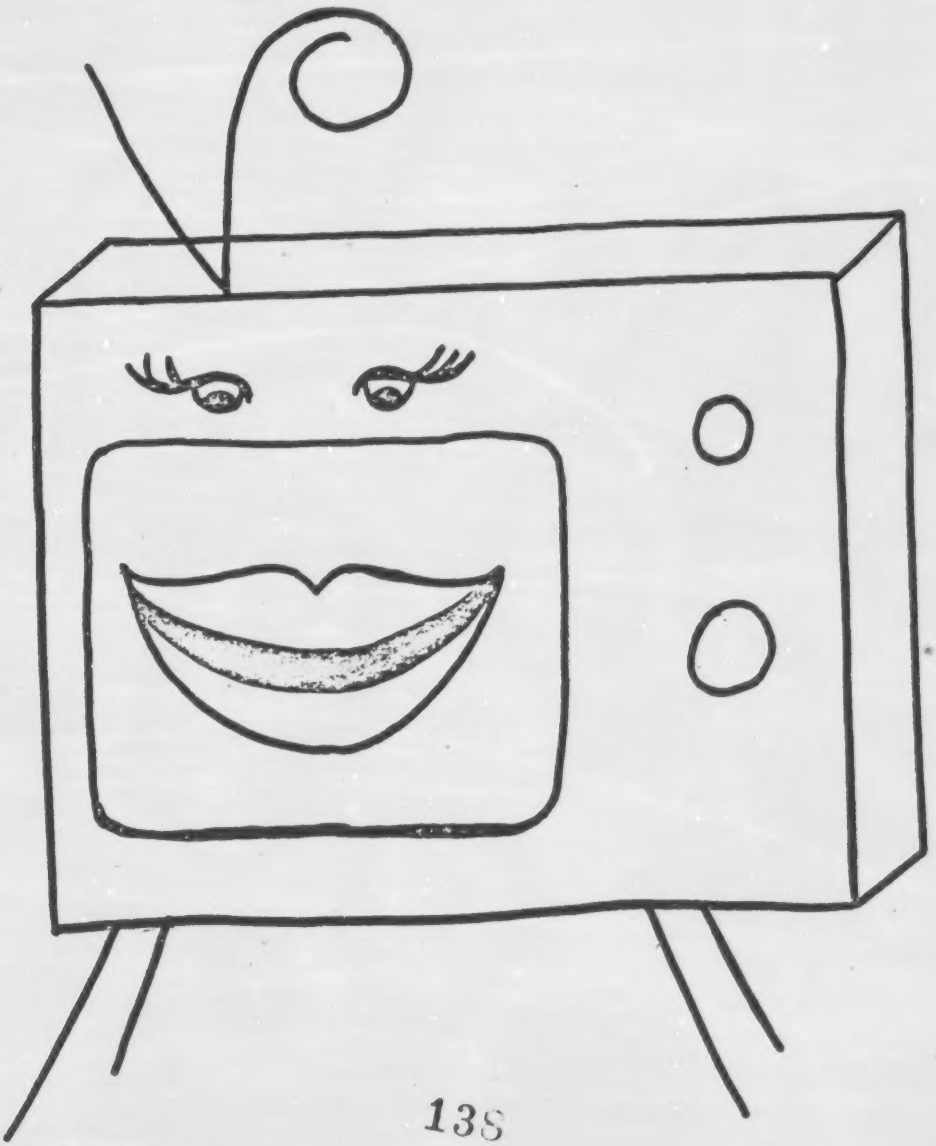


Rewind the roll. If you have forgotten how, see page 7.



Remember: Keep the Vizzy Television Center neat. Put everything in it place.

You are learning so much about adjectives that are used in commercials. Let's practice what we have learned!



You must do one (1) of
the following activities.

Activity #4

Get the folder labeled Picture File and Worksheet #4. Remember that these are magazine pictures, but that they are much like those used in television commercials. Choose one picture. Look at it. Pretend that this picture is selling a product. List five adjectives that might be used to describe this product. Then write a description of the product using the adjectives.

The folder of the Picture File has some adjectives about each picture. You may look at it to see if there are some adjectives that you did not think of.

Activity #5

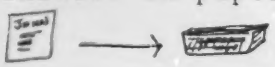
Get the folder labeled Picture File and Worksheet #5. Choose one picture. Look at it and pretend that your job is to write a television commercial. First list 5 adjectives that you could use in your commercial. Then write the script. The script is what people in the commercial would say and do. Use your adjectives.

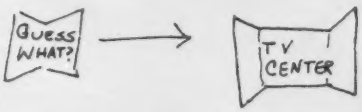
The folder of the Picture File has some adjectives about each picture. You may look at it to see if there are some adjectives you had not thought of.

You need to do three (3)
of the following activities.

Activity #6

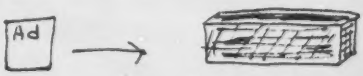
Play the game, "Guess What?" It is in the Vizzy Television Center. Think real hard and you can guess what the product is. Write your answers on paper. The answers are on the back of the game.





Activity #7

Look through a magazine from the Vizzy Television Center. Find an ad for a product your mother might use in the kitchen. Tear it out. Underline the adjectives you see. Look again! Did you find them all? Put your name on it and

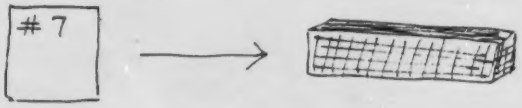


Activity #8

Do the Word Search of Adjectives on Worksheet #6. It can be found at the Vizzy Television Center.

Activity #9

Do Adjective Find on Worksheet #7 from the Vizzy Television Center. You will need scissors and glue from your desk.



Activity #10

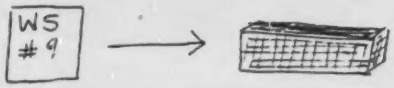
Do Worksheet #8 with the commercials on the television.

When you are finished check your answers with those on the answer card in the Vizzy Television Center.

YOU MUST DO THIS ACTIVITY:

Activity 11

Watch one television commercial tonight. Pick out at least 2 adjectives that were used. Write them on Worksheet #9. There's a note to your parents on this worksheet. Tomorrow



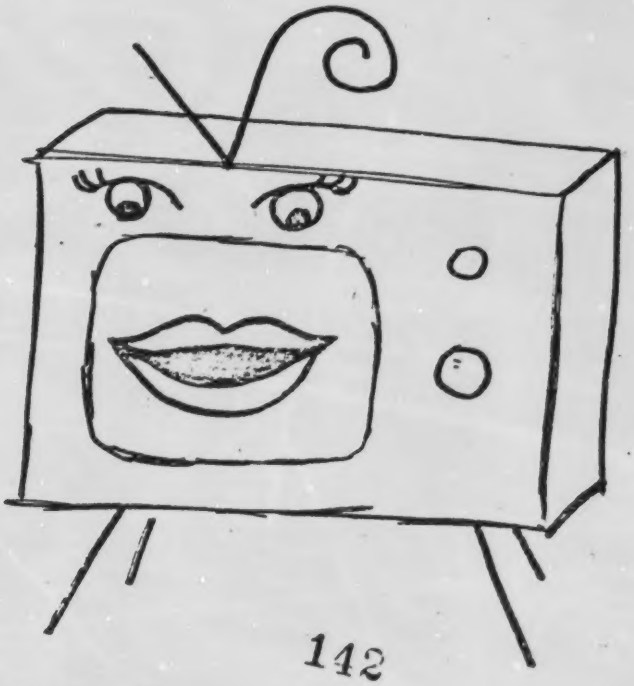
SELF-CHECK

Activity 12

The last activity in this section is a Self-Check for you. You need Worksheet #10. When you are finished, the answers are on an answer card in the Vizzy Television Center.

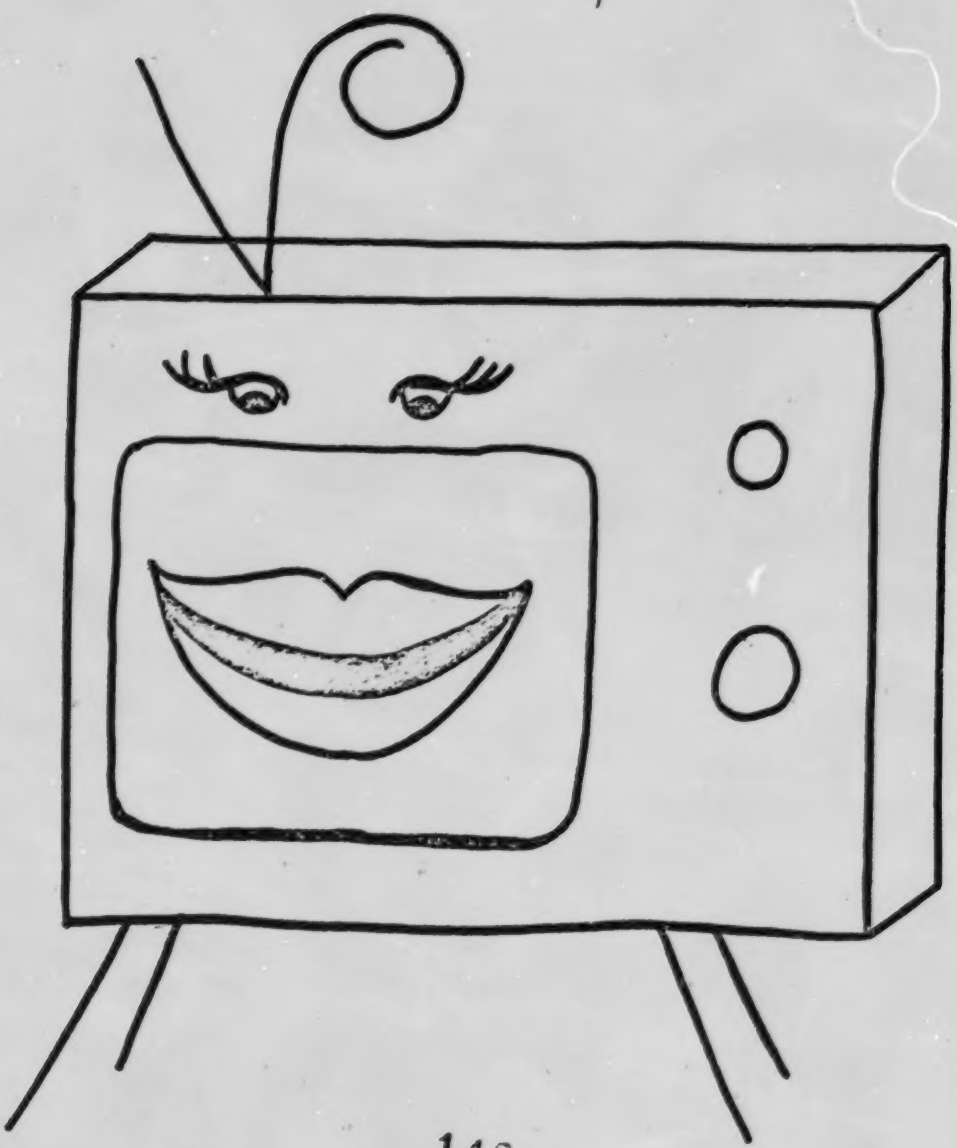
All Right? Wow!! You are good!!!

With seven or more correct, you are ready to go on to Section Two!!!



Section

2

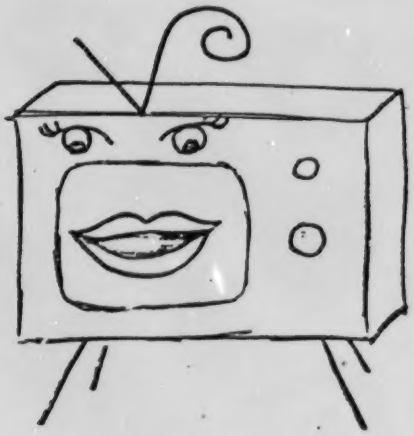


OBJECTIVES

Upon completion of Section Two of this capsule you will be able to:

1. Identify phrases or slogans in commercials that are used to catch consumers' interest.

2. Apply television advertising and slogans to everyday living situations through creating an original commercial.



We have learned about adjectives and now, here is another way advertisers try to get the consumer's attention.

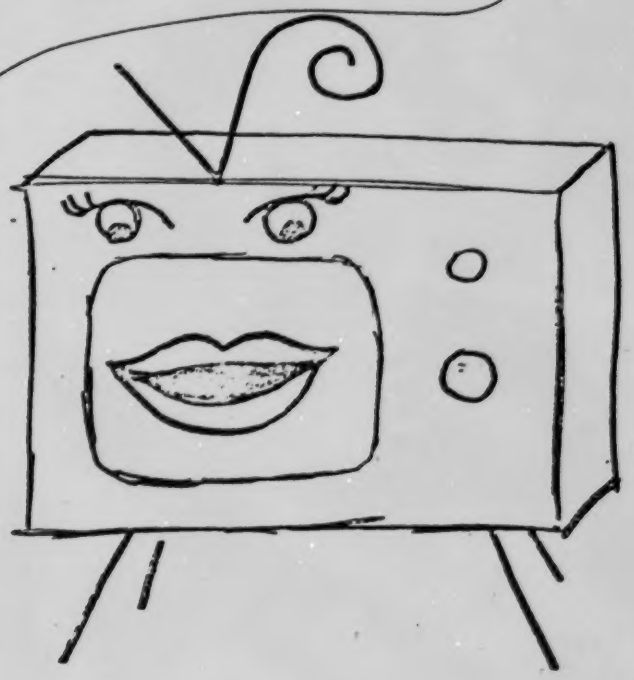
Advertisers use phrases, or groups of words that are catchy and pleasant to hear. These are sometimes called slogans. After we hear them often enough, we think of the product whenever we hear the slogan.

What was the slogan in the introduction?
What slogan did I use to sell you this capsule?
If you do not know, listen to Tape #1 again.

Activity #13

You will need your television, Roll #2 and Worksheet #11 for Activity #13.

Put the roll on the same way you did when working in Section One. If you do not remember go back to page 2.



I bet you will recognize some of these from watching your own television.

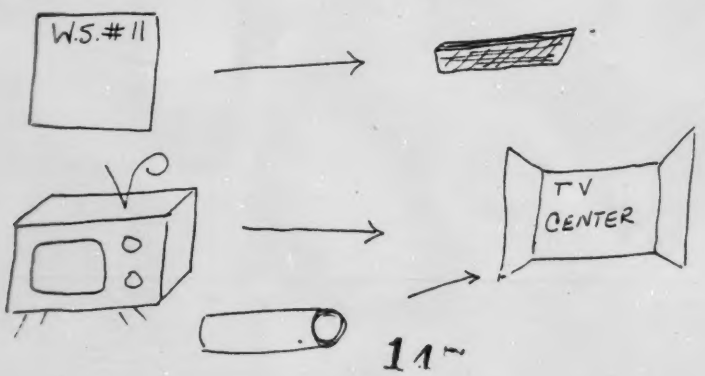
Look at Picture #1. What in this commercial gets your attention besides the picture? The phrase you are looking for is usually printed in large letters in magazine ads. Write your idea on Worksheet #11. If you said, "You trust it as a mother. Kool Aid," you were right. The self-check is on an answer card, #11. Remember: slogans catch your attention.

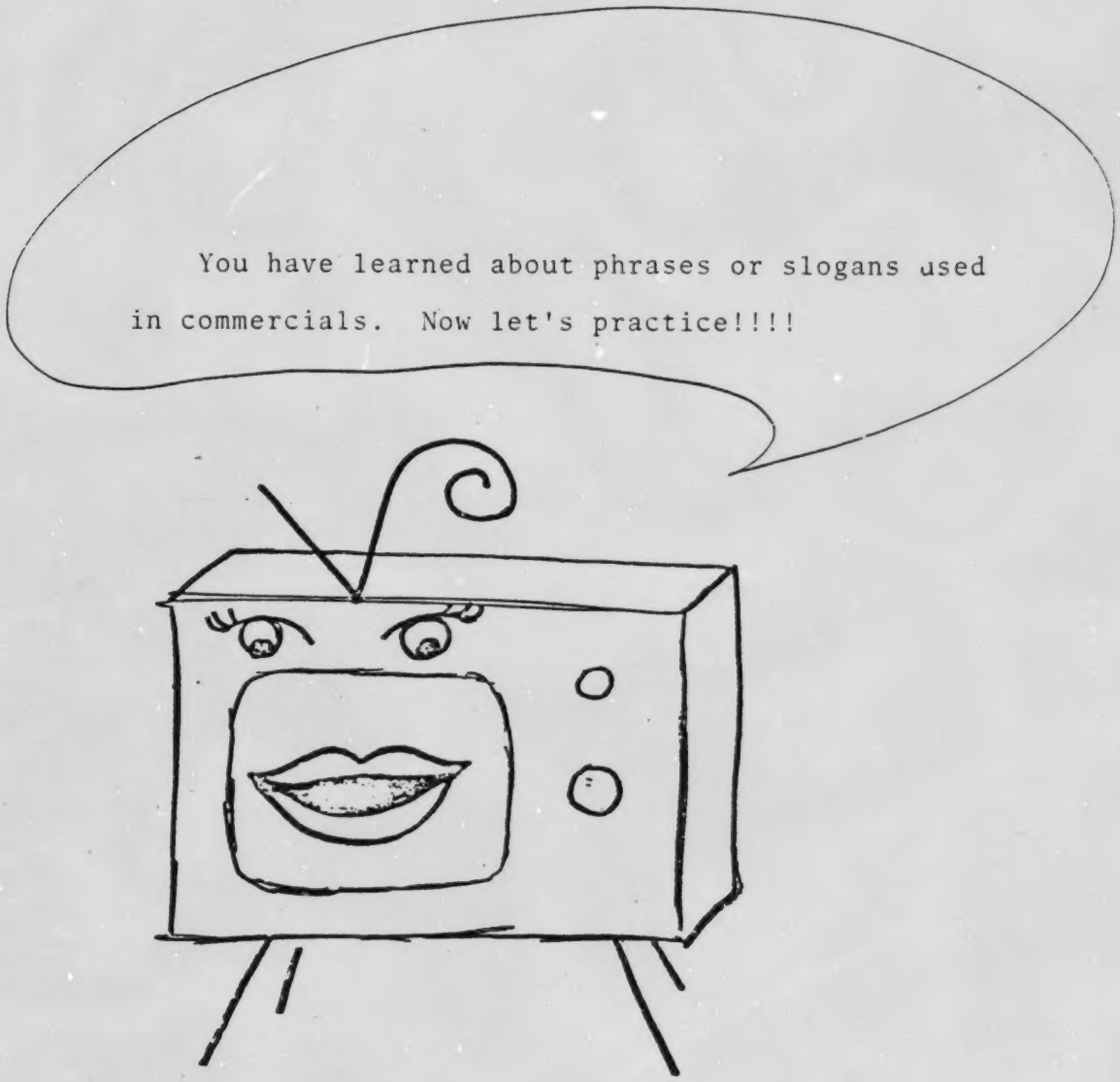
Look at Picture #2. What is the slogan on this one? Write it on Worksheet #11. Now look at the answer card. Are you right?

If you did not recognize the slogan in #1 and #2, talk to your teacher before going any further.

If you feel confident about the idea of a slogan, go on and do #3 through #8.

Then



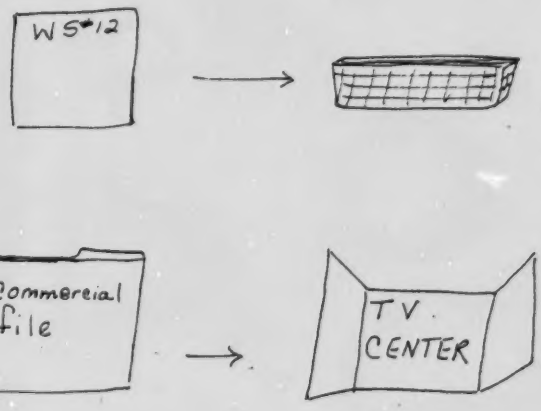

You have learned about phrases or slogans used in commercials. Now let's practice!!!!

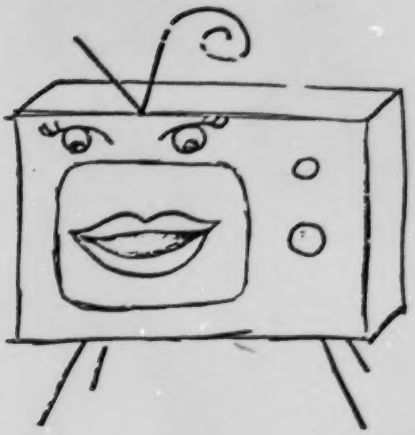
Please do the following activity!

Activity #14

Look through the Commercial File that is in the Vizzy Television Center for Activity #14. You will also need Worksheet #12.

When you are finished, check your anwswers on the answer card.





Please do three of the following activities!

Remember: Slogans catch your attention.

Activity #15

Play the game Match A Phrase. It is in a folder in the Vizzy Television Center. Be sure to check your choices by looking on the back.

Activity #16

Play the game Catch the Consumer. Write your slogans on paper. Be sure to put your name on the paper and label it Capsule I, Activity 16.

Activity #17

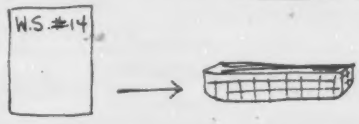
If you have a tape recorder at home take Worksheet #13 and a blank tape. Tape record two commercials. Use Worksheet #13 to write down the slogans from each commercial. You may need to play your recording several times to find the slogan.

Tomorrow

Activity #18

Take Worksheet #14 and Finish the Slogan.

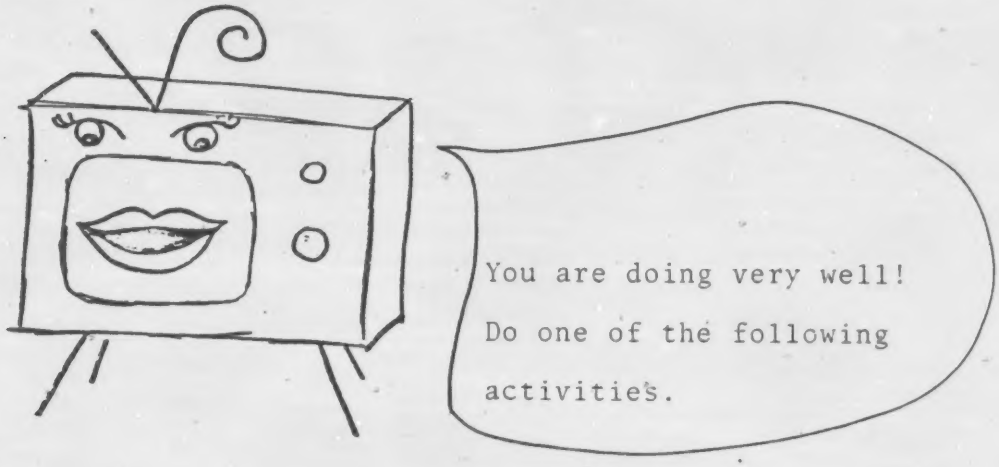
Activity #19



Take Worksheet #15 and Find the Product.

Activity #20

Play game Slogan Wheel. It is in the Vizzy Television Center.

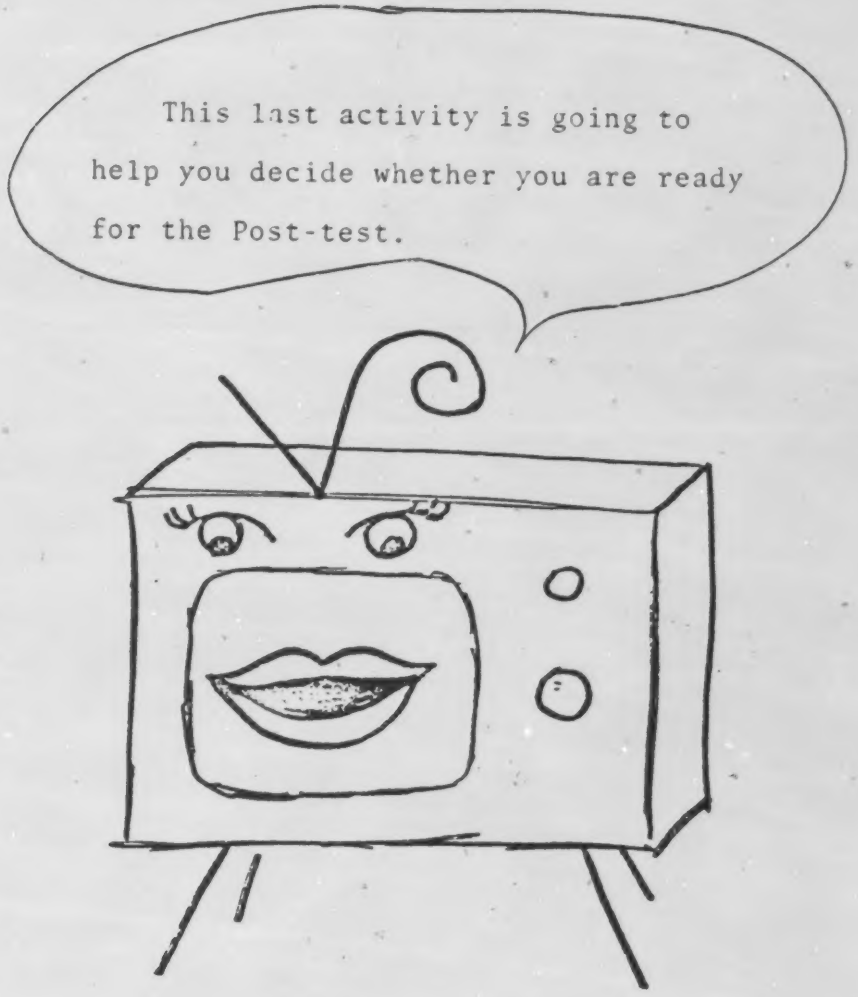


Activity #21

Pick a product you and your family use. Design a commercial for this product. Say some things about it using adjectives and a catchy phrase or slogan that you make up. Make a rough copy on construction paper. Get a paper roll from the Vizzy Television Center to put your commercial on it. Sell the product to a friend with your commercial.

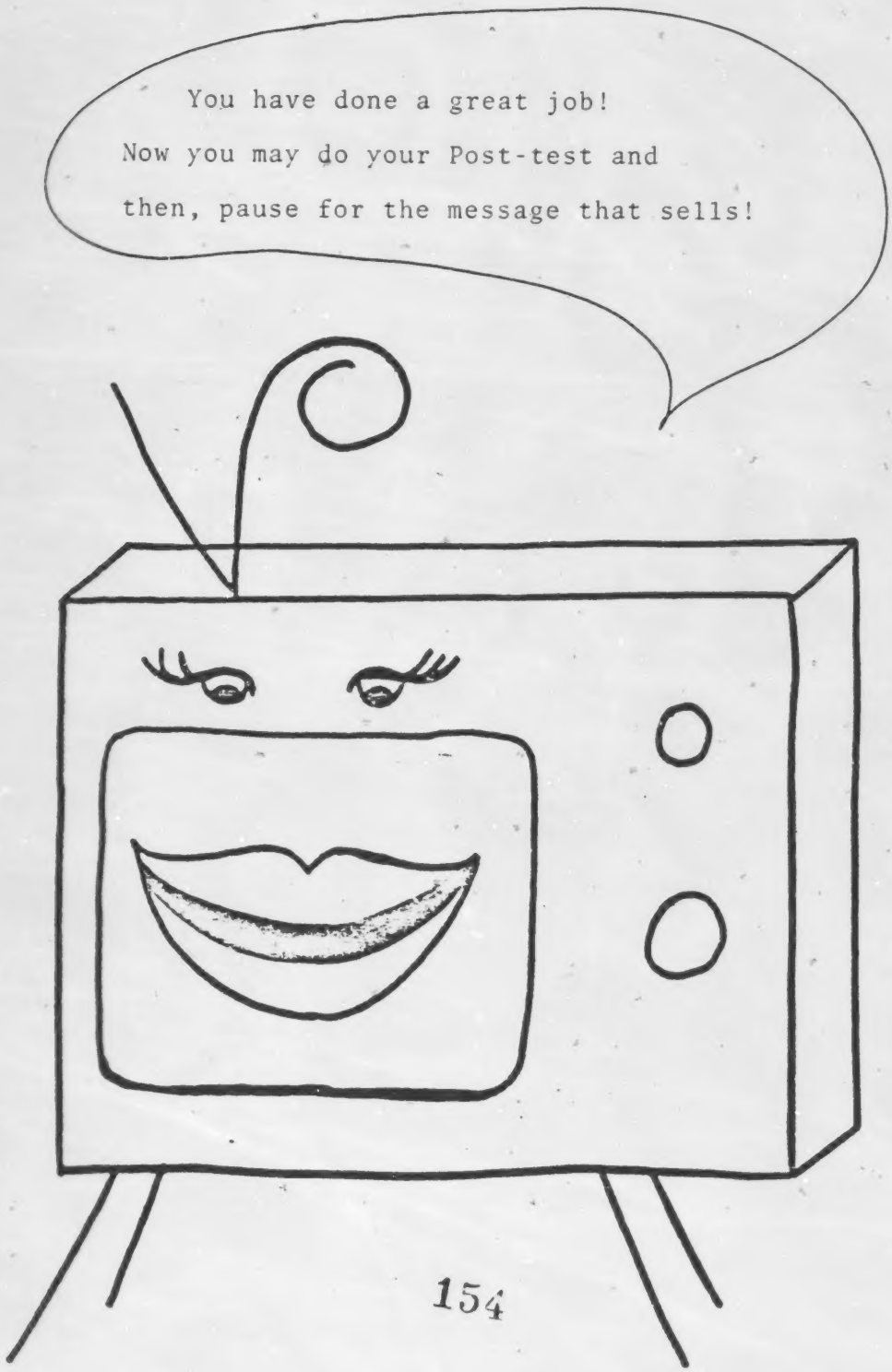
Activity #22

Make up a new product. Design a commercial for this product. Say some things about using adjectives and a catchy phrase or slogan that you make up. Choose a friend and plan to act it out for a small group. Try to sell your product to the group with your commercial demonstration.



Activity 23

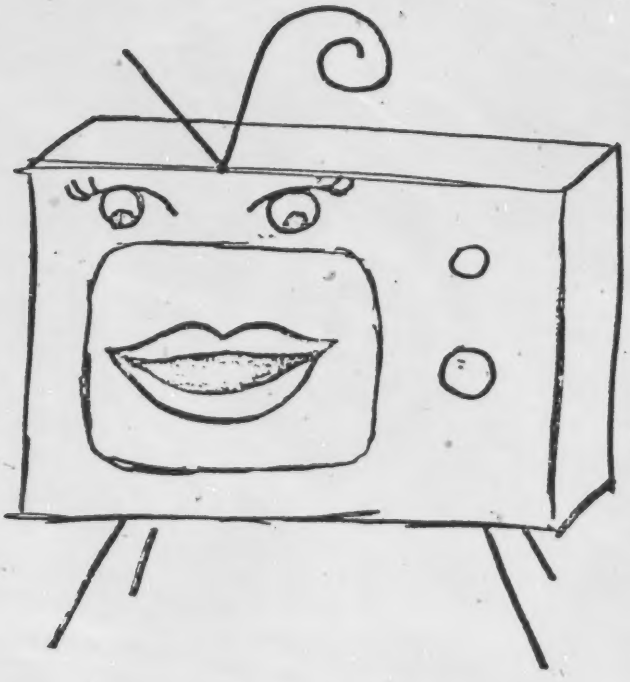
You will need the Activity File and Worksheet #16. When you are finished, check your answers on the answer card.


You have done a great job!
Now you may do your Post-test and
then, pause for the message that sells!

Interested in some more??

Do the Quest Activity!

GOOD LUCK!!!



I Heard It on TV.

Some statements you hear in commercials are facts. Facts are statements that are true. Other statements may be what someone thinks about a product. It is called an opinion.

We need to be able to tell a fact from an opinion.

Get the Quest 1 Worksheet from the TV Center. This activity will help you tell fact from opinion.

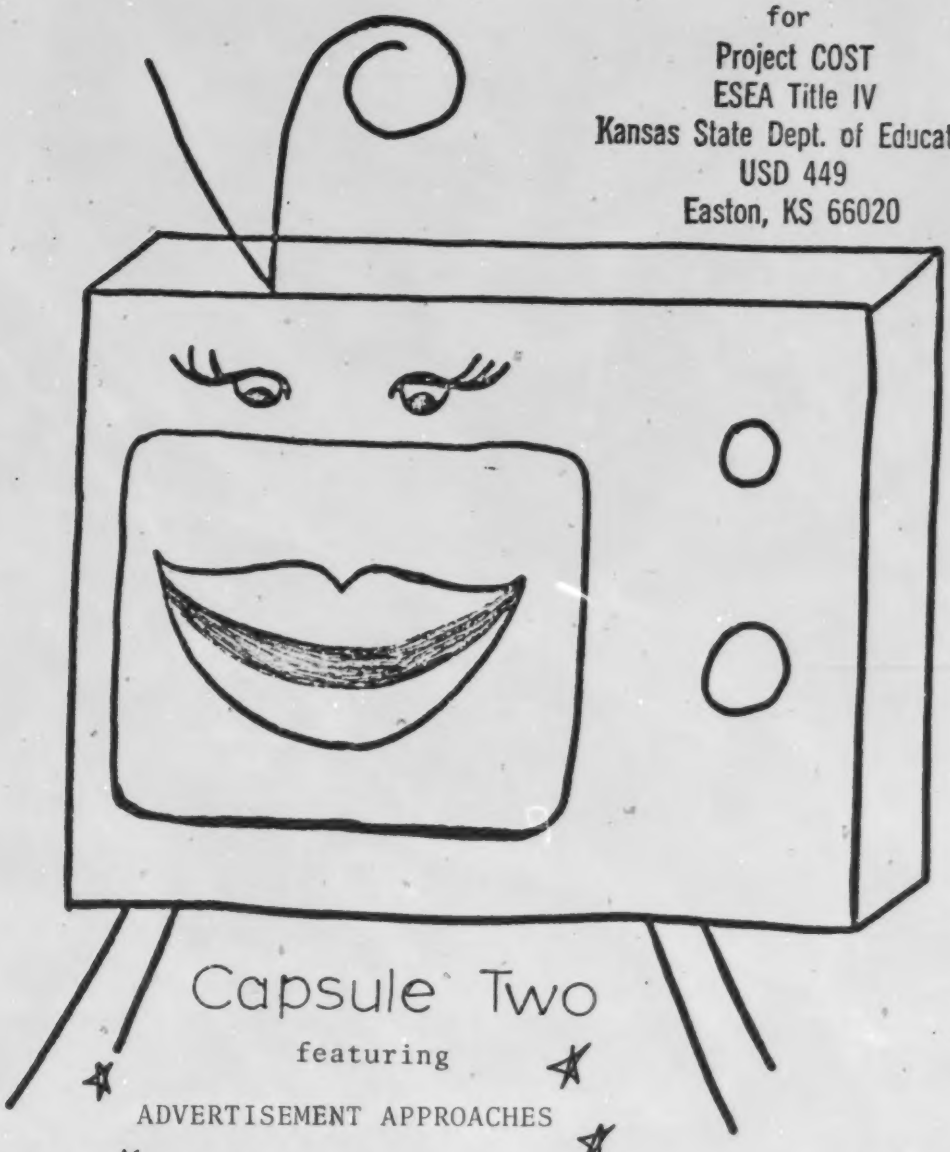
TEACHER'S GUIDE

THE PAUSE--

THAT SELLS

By
Liz Wiley

for
Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020



Capsule Two

featuring

ADVERTISEMENT APPROACHES

Objective

Upon completion of this learning package your students will be able to:

*recognize seven advertising approaches.

CAPSULE II

TAPE SCRIPT

1. Hello again! You may remember me from Capsule I. I'm Vizzy, your television. BELL
2. I have another super learning package for you. Remember the commercial I made for you at the beginning of Capsule I? Let's watch part of it again. Remember: When you hear the bell sound, turn the recorder off and roll the television roll to the next frame. BELL
3. Has school become dull, uninteresting? Liven up your day with the pause that sells! BELL
4. Take a break form the humdrum routine of the classroom. Try this new exciting learning experience. BELL
5. Teachers everywhere are using learning capsules to give their students a fun way to learn. BELL
6. There will be lots of neat activities and fun games for you. All you have to do is try "the pause that sells". BELL
7. Now you are sold all over again on this capsule. You know about the adjectives that I used and the slogan I used. There is one other approach that ad makers use that I used in this commercial. I said that teachers everywhere use capsules. Would you say a teacher is an expert on learning? I would. So I tried to get you to buy this capsule by telling you an expert was all for it. This is only one approach used by ad makers. In Capsule II, you will learn approaches ad makers use. BELL

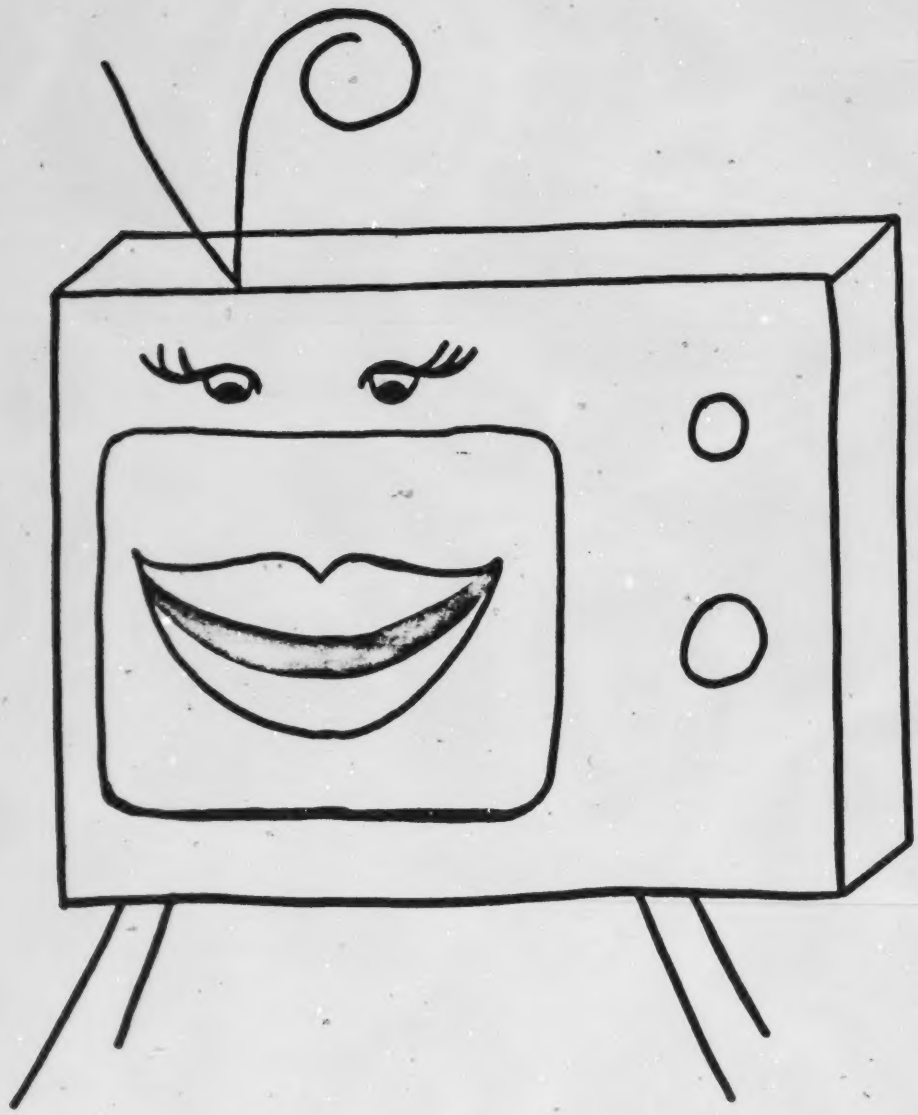
CAPSULE II

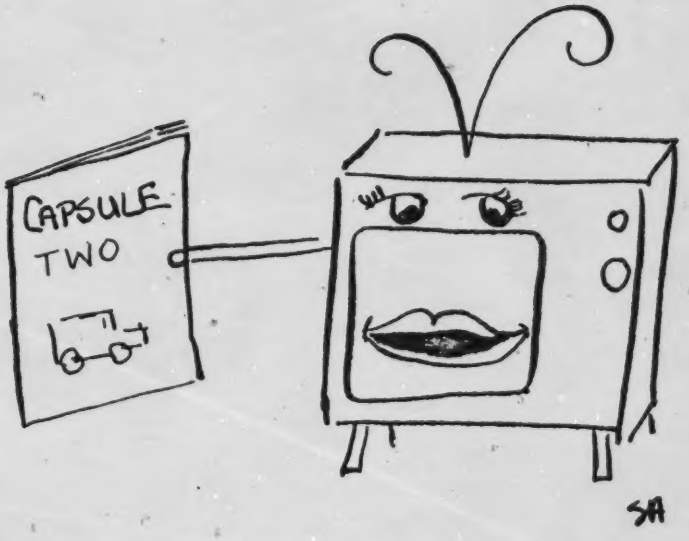
TAPE SCRIPT (CON'T)

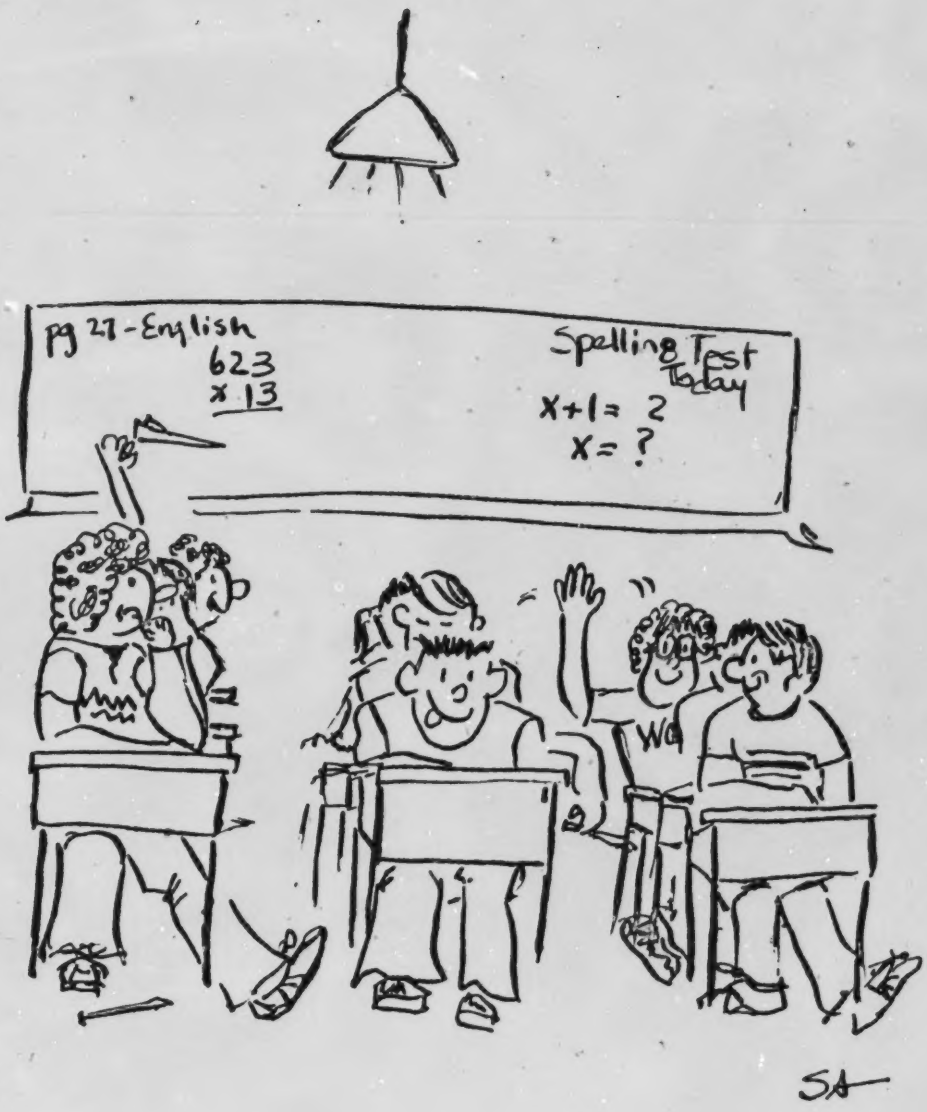
7. (con't) Commercials, remember, are made to appeal to the consumer or buyer who might use this product.

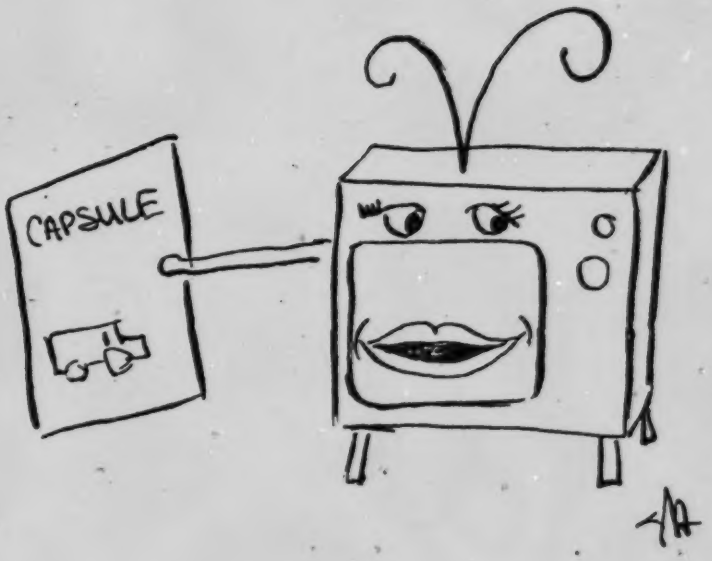
We are going to learn about television commercials in a way that may be new to you. The learning activities are contained in a capsule Everything you need is stored in what we will call the Vizzy Television Center.

Throughout the capsule there are activities that you must do and others that you may choose to do. A record sheet is included for you to use to keep a check on what you have done.



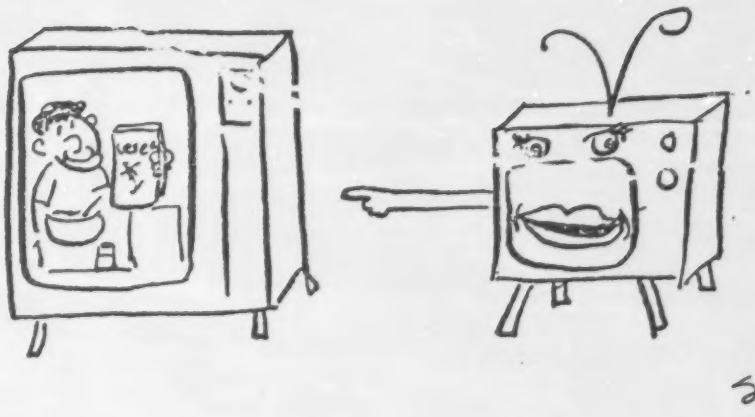

CAPSULE
TWO
SA

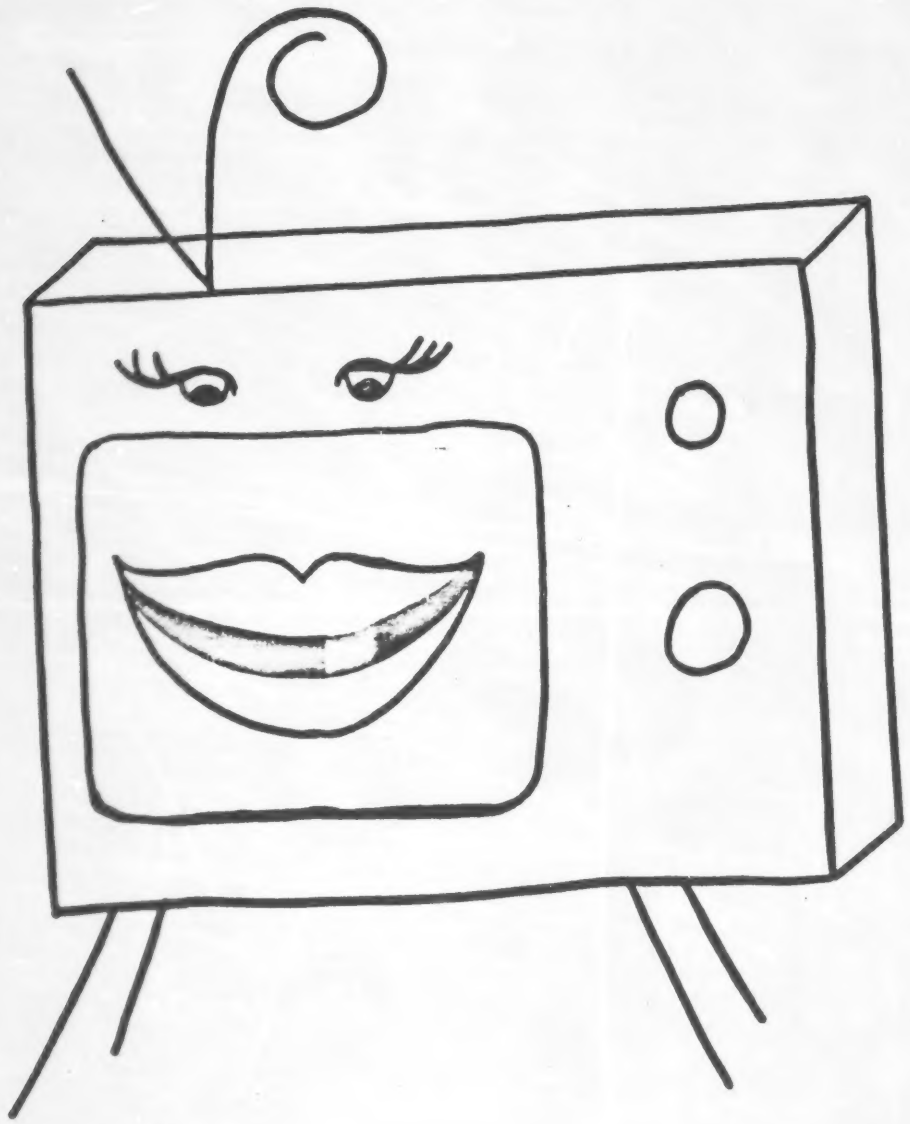

Pg 27 - English
623
x 13
Spelling Test
Today
X+1= 2
X= ?
WG
SA


CAPSULE

Capsule

Activities Here!





MATERIALS LIST

tape recorder
cassette tape
Vizzy television from Capsule One
shelf paper
magazines
9x12 unlined paper
paper scraps
oaktag
string
glue
scissors

USING THE PRE-TEST/POST-TEST

Included in this capsule is a pre-test and post-test. The pre-test should be given immediately after the student has heard the Introductory tape. The pre-test will indicate to you whether or not the student needs to complete the capsule. A score of 90% or more would probably indicate that the student has a good grasp of advertising approaches. The material in the capsule would probably then be too easy for such a student.

The post-test should be given to each student who completes the capsule. It should be given before the student goes on to Quest activities. The post-test will tell you if the student understands the advertising approaches that are introduced in this capsule. You may find that some students need to review some of the material before going on to Capsule Three in this series.

Keys to the Pre and Post-tests are found on pages 57-61 of this guide.

The Pause That Sells - Capsule Two
Pre-test

Name key Date _____

Teacher _____ Grade _____

Circle the letter of the correct advertising approach in the questions below.

1. A television commercial shows George Brett, a famous baseball player. He is advertising soap. What ad approach is being used?

   (a.) famous people
   b. expert says
   c. youth appeal
   d. basic ad

2. A commercial shows a new car. It tells you that the car will not pollute the air. This commercial uses which approach?

   a. appeal to senses
   (b.) concern for public good
   c. humor
   d. basic ad

3. A commercial shows a table full of delicious-looking food. This is an example of which ad approach?

   (a.) appeal to senses
   b. humor
   c. expert says
   d. concern for public good

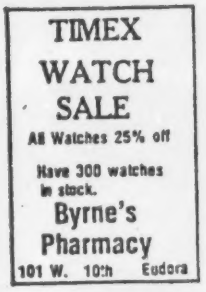
4. A commercial shows a doctor using a certain brand of aspirin. Which ad approach is being used?

   a. appeal to youth
   b. famous people
   (c.) expert says
   d. appeal to senses

5. A television commercial shows teenagers playing volleyball at the beach. They stop to drink a certain brand of soft drink. What ad approach is being used?

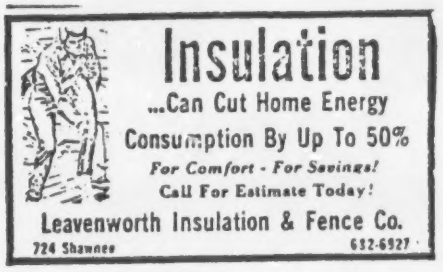
   a. appeal to senses
   b. basic ad
   c. concern for public good
   (d.) appeal to youth

6. Which ad approach is being used in this ad?



   a. appeal to youth
   (b.) basic ad
   c. expert says
   d. famous people

7. Which ad approach is being used in this ad?



   a. basic ad
   b. humor
   c. appeal to youth
   (d.) concern for public good

8. Yogi Bear appears on a television commercial. He is telling you how great Jellystone Park is for picnics. Which ad approach is being used?

   a. basic ad
   b. concern for public good
   c. appeal to youth
   (d.) famous people

9. "Four out of five dentists use Wonder Smile Toothpaste." Which approach did this ad use?

   a. concern for public good
   b. famous people
   (c.) expert says
   d. basic ad

10. Crunchy Time Potato Chips let you hear the sound of people biting down on their potato chips. What ad approach is being used?

a. humor
(b.) appeal to senses
c. basic ad
d. youth appeal

The Pause That Sells- Capsule Two
Post-test

Name key Date _____

Teacher _____ Grade _____

Here are some ads that you might see on television or in magazines. Read what each ad says. Decide which of the seven ad approaches that you have studied is being used. Write that approach on the line after the ad. The seven approaches that you have studied are: basic ad, appeal to senses, famous people, expert says, humor, appeal to youth, concern for public good. You will have to use some answers more than once.

1. " Lo Cal Salad Dressing makes a salad with fewer calories."

basic ad

2. "Ralph the TV Repairman owns a Moxie Television."

expert says

3. "Give a hoot! Don't pollute!"

concern for public good

4. "Smith Cold Cream makes you look and feel sixteen again."

appeal to youth

5. "Wheatos Cereal is used by the U.S. Olympic Team."

expert says

The Pause That Sells Post-test (cont.)

6. "If Mona Lisa had used Snappy Toothpaste, she could have smiled for Leonardo."

humor

7. "Loretta Starlet, well-known movie star, runs in Fleet Tennis Shoes."

famous people

8. "Look at all these donuts. Don't they make your mouth water? You can get them all at Al's Donut Shop."

appeal to senses

9. "For sale. Good used car. Cheap. Call 555-1214."

basic ad

SPECIAL DIRECTIONS

Capsule Two

Introduction Roll #1

Tape the pictures together to make a roll for the Vizzy television box. A copy of these pictures is included on pages 47-54 of this capsule. Tape the script. A copy of the script is included on pages 45-46 in this capsule.

Activity 24 & Activity 29

You will need to make a roll for the Vizzy television that contains magazine advertisements. These seven ads should portray these ad approaches: basic ad, youth appeal, concern for public good, an expert says, appeal to the senses, humor, and famous people. These are the ads that I used for my television roll:

Jeno's (Basic Ad)
Buf-Puf (Youth Appeal)
Mazola (Concern for Public Good)
Soft Scrub (An Expert Says)
Kraft (Appeal to the Senses)
Crayola (Humor)
Sanka (Famous Person)

Number the ads 1 - 7. Students will be using the television roll, their capsules and Worksheets #17 and #22 as they complete these activities.

Activity 24
Worksheet #17

THE PAUSE THAT SELLS

CAPSULE TWO

Name Key Date _____

DIRECTIONS: Look at each ad. Read it carefully. Answer the questions to help you find out the way that the advertiser is trying to get your attention.

*Note - answers may vary because of ads used. These are suggestions.

1. (a) What do you notice first? picture and slogan

(b) What is said about the product? It's good for a buffet meal.

(c) By what name would you call this kind of commercial?
(Hint: Look at the list on the bottom of the next page.)
Basic Ad

2. (a) What do you notice first? slogan

(b) What is said about the product? If you use Buf-Puf you will have younger-looking skin.

(c) By what name would you call this kind of commercial?
Youth Appeal

3. (a) What do you notice first? slogan

(b) What is said about the product? no cholesteral

3. (continued)

(c) By what name would you call this kind of commercial?
Concern for Public Good

4. (a) What do you notice first? Proctor-Silex

(b) What is said about this product? It is recommended by Proctor-Silex

(c) By what name would you call this kind of approach?
Expert Says

BASIC AD	CONCERN FOR PUBLIC GOOD
EXPERT SAYS	YOUTH APPEAL
APPEAL TO SENSES	HUMOR

Activity 25
Worksheet #18

THE PAUSE THAT SELLS

CAPSULE TWO

Name Key Date _____

DIRECTIONS: Cut the approach names from the bottom of the page. Paste the approach beside the commercial it names.

1. To be young and beautiful choose TEN A DAY VITAMINS. — Youth Appeal

2. Dr. Jones always uses Headache Aspirin. — Expert Says

3. Eat Wiggly Tuna. — Basic Ad

4. Try fat-free FRY UP BACON. — Concern for Public Good

Concern for public good	Basic Ad
Expert says	Youth appeal

Activity 26
Worksheet #19

THE PAUSE THAT SELLS

CAPSULE TWO

Connect an Approach

Name Key Date _____

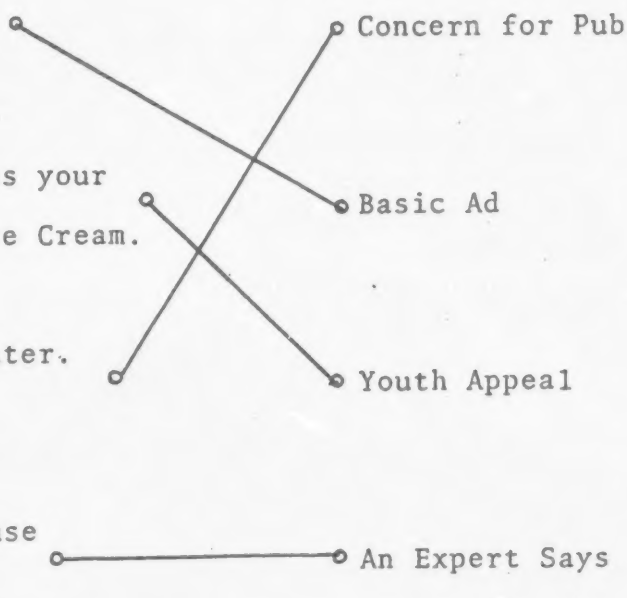
DIRECTIONS: Draw a line between the commercial and the approach it uses.

Bouncy Balls are sold in department stores.

Want to look as young as your daughter? Try Pits Face Cream.

Does not pollute the water. No Catch Lures.

Major League pitchers use No Hit Balls!



Concern for Public Good

Basic Ad

Youth Appeal

An Expert Says

THE PAUSE THAT SELLS

CAPSULE TWO

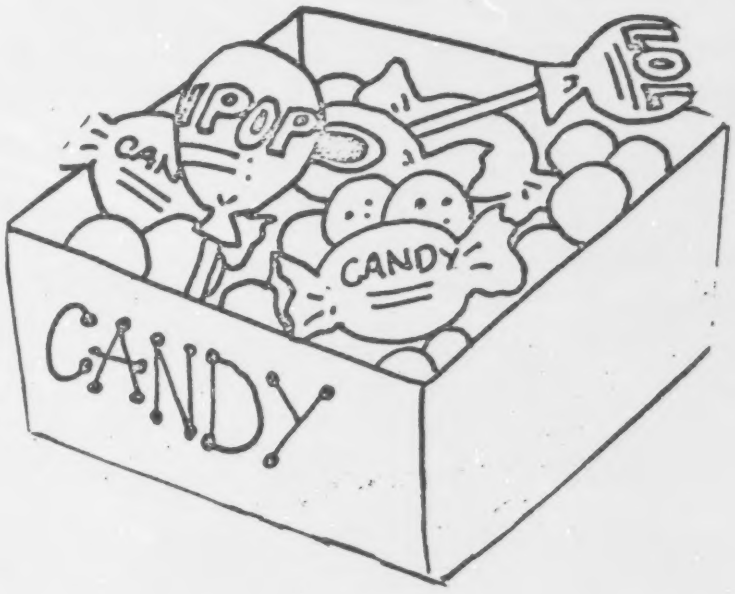
Key

Activity 27
Worksheet #20

Create an Ad-Concern for Public Good

DIRECTIONS: You are an ad maker. Create a commercial so that someone would want to buy this box of candy. Use the concern for public good approach.

Put your ad on a television roll. Show it to a friend. Have your friend pick out the approach you used from the four we've studied.. When you have completed this activity, put your roll in the basket. Have your friend sign his name to this paper on the line below.



Student's ad should illustrate Concern for Public Good.

THE PAUSE THAT SELLS

CAPSULE TWO

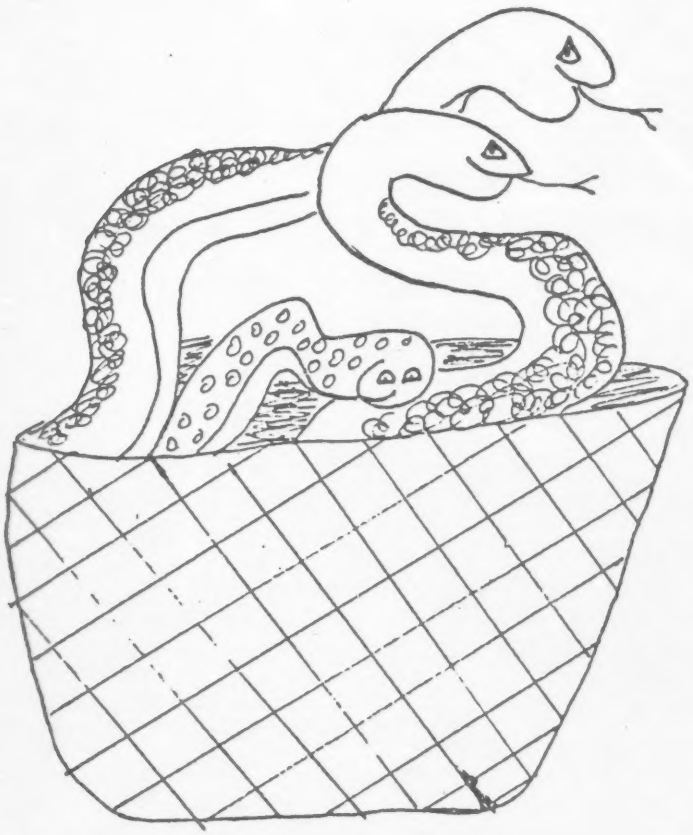
Activity 28
Worksheet #21

Create an Ad-An Expert Says

Name Key Date _____

DIRECTIONS: You are an ad maker. Create a commercial so that someone would want to buy these snakes. Use the Expert Says approach. Put your commercial on a television roll. Show it to a friend. Have your friend pick out the approach you used from the ones we've studied. Have your friend write his guess on the line below.

Ad should illustrate Expert Says.



THE PAUSE THAT SELLS

Activity #29
Worksheet #22

CAPSULE TWO

Name Key Date _____

DIRECTIONS: Look at each ad. Read it carefully. Answer the questions. They will help you find out some ways that advertisers try to get your attention. Answers will vary based on ads used.

5. (a) What do you notice first? food

(b) What is said about the product? It is sweet good with Miracle Whip

(c) By what name would you call this kind of commercial? (HINT: Look at the list on the bottom of the page.)

Appeal to senses

6. (a) What do you notice first? Picture of purple cow.

(b) What is said about the product? The owners help children grow creatively.

(c) By what name would you call this kind of commercial?

Humor

7. (a) What do you notice first? Robert Young

(b) What is said about the product? Irene's real coffee. It never lies or cheats.

(c) By what name would you call this approach? Famous People.

Activity 30
Worksheet #23

THE PAUSE THAT SELLS

CAPSULE TWO

Create an Ad-Famous People

Name Kay Date

DIRECTIONS: You are using this lovely actress named Sarah Sympathy to advertise your product, Glowlight Shampoo. Put your commercial on a television roll. Show it to a friend. Have your friend pick out the approach you used from the seven we've studied.

Commercial roll should illustrate "famous people" approach".

THE PAUSE THAT SELLS

CAPSULE TWO

Worksheet #24

Create an Ad-Humor

Name Key Date _____

DIRECTIONS: You are an ad maker. Create a commercial so that someone would want to buy this footprint. Use the Humor approach. Put your commercial on a television roll. Show it to a friend. Have your friend guess the approach that you used from the seven that we have studied.

Commercial roll should illustrate "humor" approach.

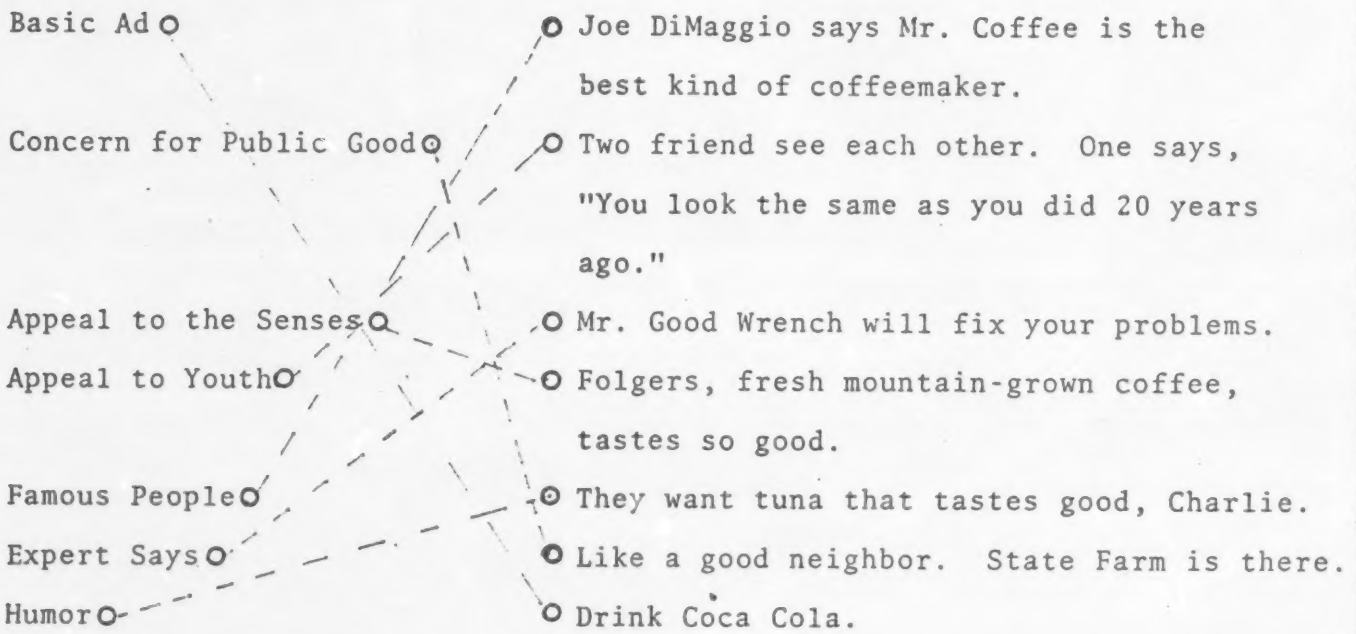
THE PAUSE THAT SELLS
CAPSULE TWO

Activity 32
Worksheet # 25

Connect a Commercial

Name Key Date _____

DIRECTIONS: Draw a line between the advertising approach and the commercial.


Basic Ad
Concern for Public Good
Appeal to the Senses
Appeal to Youth
Famous People
Expert Says
Humor
Joe DiMaggio says Mr. Coffee is the best kind of coffeemaker.
Two friend see each other. One says, "You look the same as you did 20 years ago."
Mr. Good Wrench will fix your problems.
Folgers, fresh mountain-grown coffee, tastes so good.
They want tuna that tastes good, Charlie.
Like a good neighbor. State Farm is there.
Drink Coca Cola.

THE PAUSE THAT SELLS

CAPSULE TWO

Worksheet #26

Approach Paste

Name Key Date _____

DIRECTIONS: On the bottom of the page are the 7 ad approaches we have studied. Cut these approaches apart. Decide which of the ads below uses these approaches. Glue the approach in the space below the ad that uses that approach.

Buf beauty basics for softer, smoother, younger-looking skin. Youth Appeal	Why put up with more pain than you have to? Hospital studies show Excedrin relieves pain better than other pain relievers. An Expert Says
Scholl is the one! Better for your feet! Comfort in a good-looking sandal. Concern for Public Good	Introducing a whole new feeling of dryness. New improved Sure! Appeal to the Senses
Cremesticks for Eyes by Coty. Basic Ad	Fox Photo - Look for the Fox. Humor

Basic Ad	Youth Appeal	Appeal to the Senses
An Expert Says	Concern for Public Good	Humor
Famous Person		

THE PAUSE THAT SELLS

CAPSULE TWO

Activity 34
Worksheet #27

Approach Hunt

Name Key Date

DIRECTIONS: Watch television or look in magazines to find what approach was used for each product listed. Write the approach on the line. Answers below are suggestions. They may vary, depending upon ad used.

1. Aim Toothpaste Concern for Public Good
2. Bayer Aspirin Expert says
3. Buc Wheats Appeal to Senses
4. Bounty Humor
5. Singer Basic Ad Famous Person
6. Tuna Helper Humor Appeal to Senses

Activity #35

Students are asked to complete Worksheet #28 using Roll #2. The key for this activity is on the following page. Make a television roll using ads which illustrate the seven ad approaches that students have been learning. I used magazine ads for the following products to make my roll:

Bayer Children's Aspirin
Birds Eye
Kraft Light and Lively
Coast Soap
Bumble Bee Tuna
Lipton Tea
Revlon Milk Plus

Activity #36

Students will need to have access to a file of magazine advertisements. You will need to prepare this file ahead of time. Activity 36 asks the child to tape record his reaction to one of the ads in the Commercial File.

Activity #37

Students are to design an ad for a product of their own choice. The ad approach which the student has chosen to use should be readily identified by his/her ad.

Activity #38

The student is asked to design an ad for an imaginary product. He/she may use either the famous people or sense appeal approach.

Activity #39

The student is to design a creature using scrap materials. He/she is then to create an ad in order to sell the creature to the public. The ad should portray one of the seven ad approaches studied.

Activity 35
Worksheet #28

THE PAUSE THAT SELLS

CAPSULE TWO

Name Key Date _____

DIRECTIONS: Look at each commercial on Roll #2. Write the advertising approach used by each. The box will remind you of the ones we've studied. Answers may vary, depending upon ads used for Roll #2.

#1. Concern for Public Good

#2. Appeal to Senses

#3. Youth Appeal

#4. Humor

#5. Basic Ad

#6. Famous People

#7. Youth Appeal

Appeal to Senses	Concern for Public Good	Humor	
Famous People	Basic Ad	Youth Appeal	Expert Says

Activity 40
Worksheet #29

THE PAUSE THAT SELLS

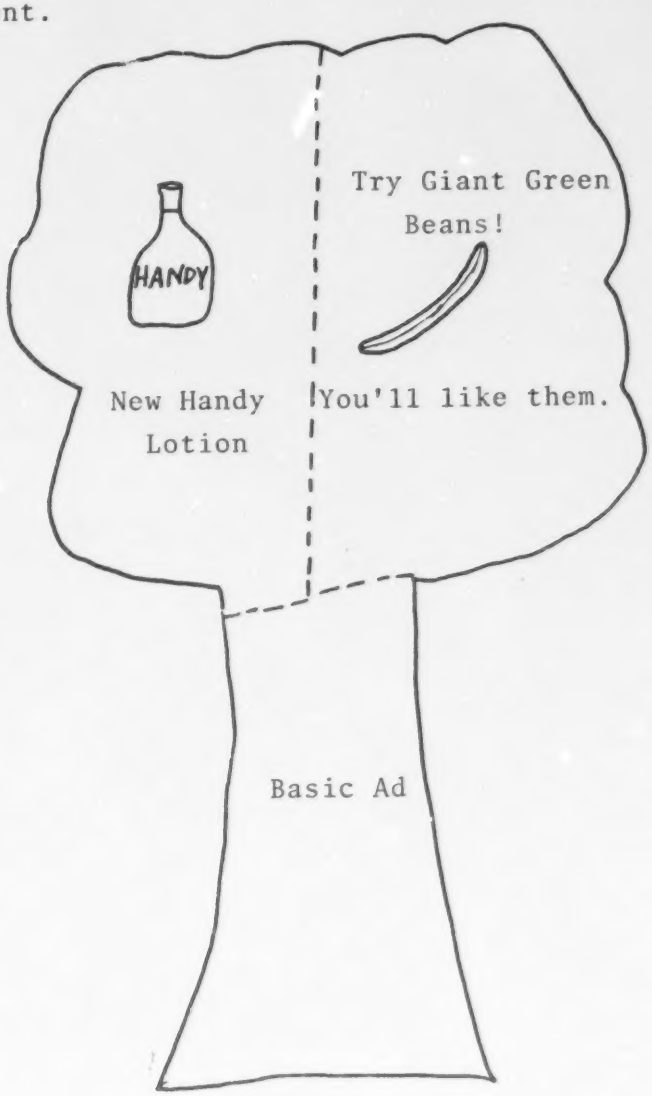
CAPSULE TWO

Name Koy Date

	Expert says	Humor	Famous People	Appeal to Senses	Concern for Public good	Basic Ad	Youth Appeal	Other
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

Activity 41 Commercial Trees (Game)

Materials Needed: oaktag, small ads, markers, ZipLoc bags. Cut seven trees from oaktag. Cut each tree into three parts. The trunk is one, and the leaves make the others. Divide each tree differently, so that each puzzle will be different.



Cut or draw pictures on each leaf piece illustrating an ad technique. On the trunk write the name of the technique. See the illustration above. On the following page are some suggestions for ads and techniques.

Basic Ad

New Handy Lotion

Try Giant Green Beans

Concern for Public Good

New gas saver-uses less fuel

Keeps the sun from hurting your eyes

Appeal to Senses

One slice leads to another

Fresh strawberries make yummy shortcake.

An Expert Says

Refrigerator salesmen buy this brand.

Models curl their hair with this curling iron.

Youth Appeal

Shiny hair-younger looking you

Just right for that young energetic feeling

Humor

More bubbles in your bath

Walk me right into your salad

Famous People

Farrah Faucett says, "Use my shampoo".

Chris Everett uses these tennis balls.

Put the trees in a Zip Loc bag. Place the directions for the game on a card inside the bag.

Directions to Student: Take the game pieces out of the bag. In order to put the puzzle pieces together to form trees, you must match the advertising approach on the trunk with two different commercials that use that approach. If you are correct, the pieces will fit together to make a tree.

Activity 42 Classify Me (game)

Materials needed: 7 envelopes labeled with the seven approaches, magazines, scissors

You will need to have envelopes prepared for students' use. On the outside of each envelope write the name of one of the seven ad approaches. The student is to find advertisements illustrating each of these approaches in the magazines. They are to cut out the ads and put them in the correct envelope. You should empty the envelopes after checking each student's work. Put the envelopes and a copy of the directions inside a Zip Loc bag.

Directions to student:

1. You will need the envelopes from this bag, some magazines from the center, and your scissors.
2. Cut advertisements from the magazines. Place each one in the correct approach envelope. Try to find one ad for each approach.
3. When you are finished, put the envelopes with the ads inside in the game bag. Put your name on a slip of paper and put that in the bag also. Put the bag in the finished work basket. Be sure to clean up the work area.

Activity 43 Pin the Wheel (game)

Materials needed: pizza wheel and 12 clip-type clothespins, Zip Loc bag to hold pins

Divide the pizza wheel into eight sections. In each section print one of the ads from the list below. On the back of the wheel print the approach that matches the ad on the front of the wheel. Write the name of the approaches used on the clothespins. There should be a clothespin to correspond with each ad. The student is to clip the clothespin approach to the correct ad. He/She may check answers by turning the wheel over.

Directions to Student

1. Empty clothespins from bag.
2. The wheel has commercials and the pins have advertising approaches. Match the approach with the commercial by clipping clothespins to the wheel.
3. When you finish, turn the wheel over to check your answers.

Suggested ads:

Sturdy foot protection for those who jog (Concern for Public Good)

Melissa Gilbert uses this lotion every day. (Famous People)

Woof! Woof! Good Dog Food. (Basic Ad, Expert or Humor)

Dentists across the country are using this toothpaste. (Expert Says)

Lovely to look at. Sweet to smell. (Appeal to Senses)

Charlie Shark eats tuna, too. (Humor)

It makes a slimmer, younger-looking you. (Youth Appeal)

Mr. Magoo eats this, too. (Famous People or Humor)

Activity #44

The student is to make a mobile illustrating one ad approach.

Activity #45 Television Concentration (game)

Materials needed: 20 index cards (3x5)

On ten of the cards you will be writing ad approaches: 2 cards with Appeal to Senses, 2 with Expert Says, 2 with humor, 1 with Basic Ad, 1 with Appeal to Youth, 1 with Famous People, 1 with Concern for Public Good.

On the other ten cards write these ads (You may want to add small pictures to the cards.):

Carrots even a rabbit loves.

All my patients use Hammer Headache Pills. (picture of doctor)

For the sweetest listening buy Tuner Radios.

A safer skate has not been made!

Our face cream. You'll look so young and beautiful.

Good Cookies.

Actress Suzy Q uses Gentle Touch.

Peas that are mouth watering good.

Oh, oh! Carol has gone flaky over Zippy Flakes cereal.

Stop! You need Grip Brand tires to stop quickly.

Directions to Student:

This game needs two players. Shuffle all cards. Place the cards face down in 4 rows of 5 cards each. One player begins by turning two cards over. You must match a commercial cards with an advertising approach card. If you make a match, you may keep the cards and play again. If the cards you turn over do not match, turn

them face down and let the other player have a turn. The game is over when all of the cards have been matched. The player who has made the most matches is the winner.

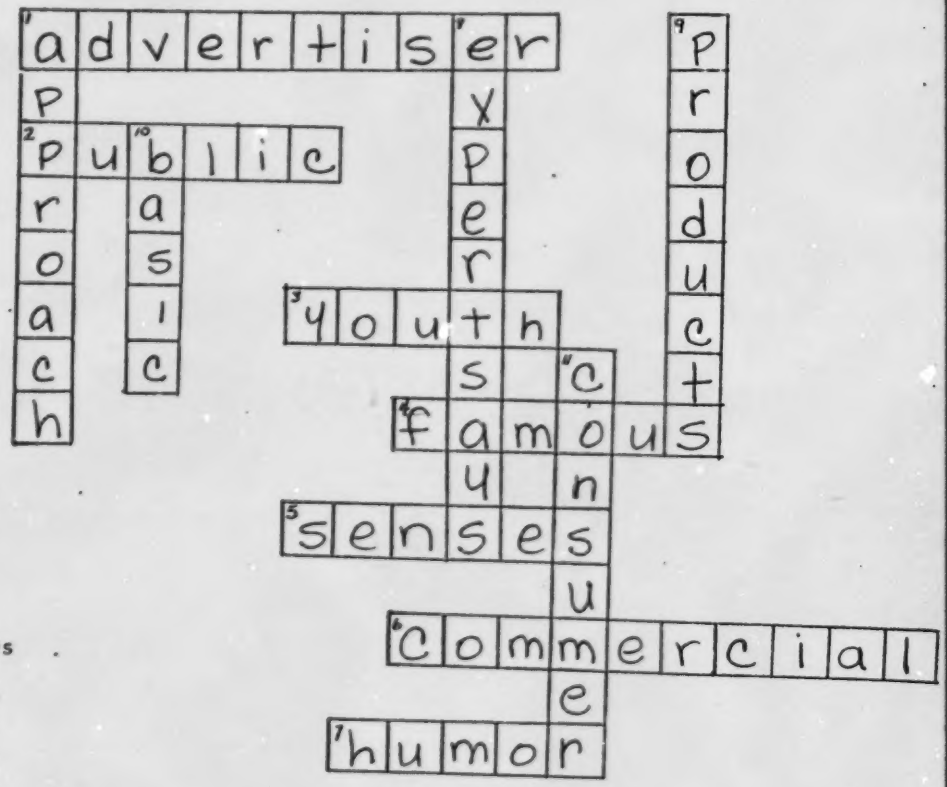
BEST COPY AVAILABLE

Name Key Date _____

DIRECTIONS: Complete the puzzle. Use the word box to help you. Notice that the ad approaches with long names have been shortened.

ACROSS

1. An ad maker
2. An ad approach that says, "1 caloric Pepsi Light."
3. An ad approach that says, "Use Clairol for younger-looking hair."
4. An ad approach with Andy Griffith saying that anything tastes good on a Ritz.
5. An ad approach that says, "Gee Your Hair Smells Terrific Shampoo and Conditioner."
6. An advertisement on television
7. An ad approach where house shakes and voice says, "Would Drano let you hurt your pipes?"



DOWN

1. A way ad makers try to get you to buy their product.
8. An ad approach that says, "Sarah Tucker Inns use Cool Whip.
9. Items that are made to sell.
10. An ad approach that says, "Eat Long's Lima Beans."
11. Person who buys and uses a product.

Expert Says	Famous	Humor	Basic
Youth	Public	Senses	Consumer
Commercial	Products	Approach	Advertiser

USING QUEST ACTIVITIES

Quest activities are not required. They are designed to take the student beyond the scope of the capsule. They should be done after the post-test has been completed. You may wish to look at the quest activities that are in each capsule so that you can guide students who may elect to do one or more of these activities.

BIBLIOGRAPHY

Farnette, Cherrie, et al. Special Kids Stuff. Incentive Publications, Box 12522, Nashville, Tennessee 37212.

Forte, Imogene, et al. Kids Stuff, Reading and Language Experiences, Intermediate and Junior High. Incentive Publications. Box 12522, Nashville, Tennessee 37212: 1973.

Grimm, Gary and Don Mitchell. The Good Apple Math Book. Good Apple, Box 299, Carthage, Illinois: 1975.

Mallet, Jerry J. 101 Make and Play Reading Games for the Intermediate Grades. The Center for Applied Research in Education, Inc., West Nyack, New York: 1975.

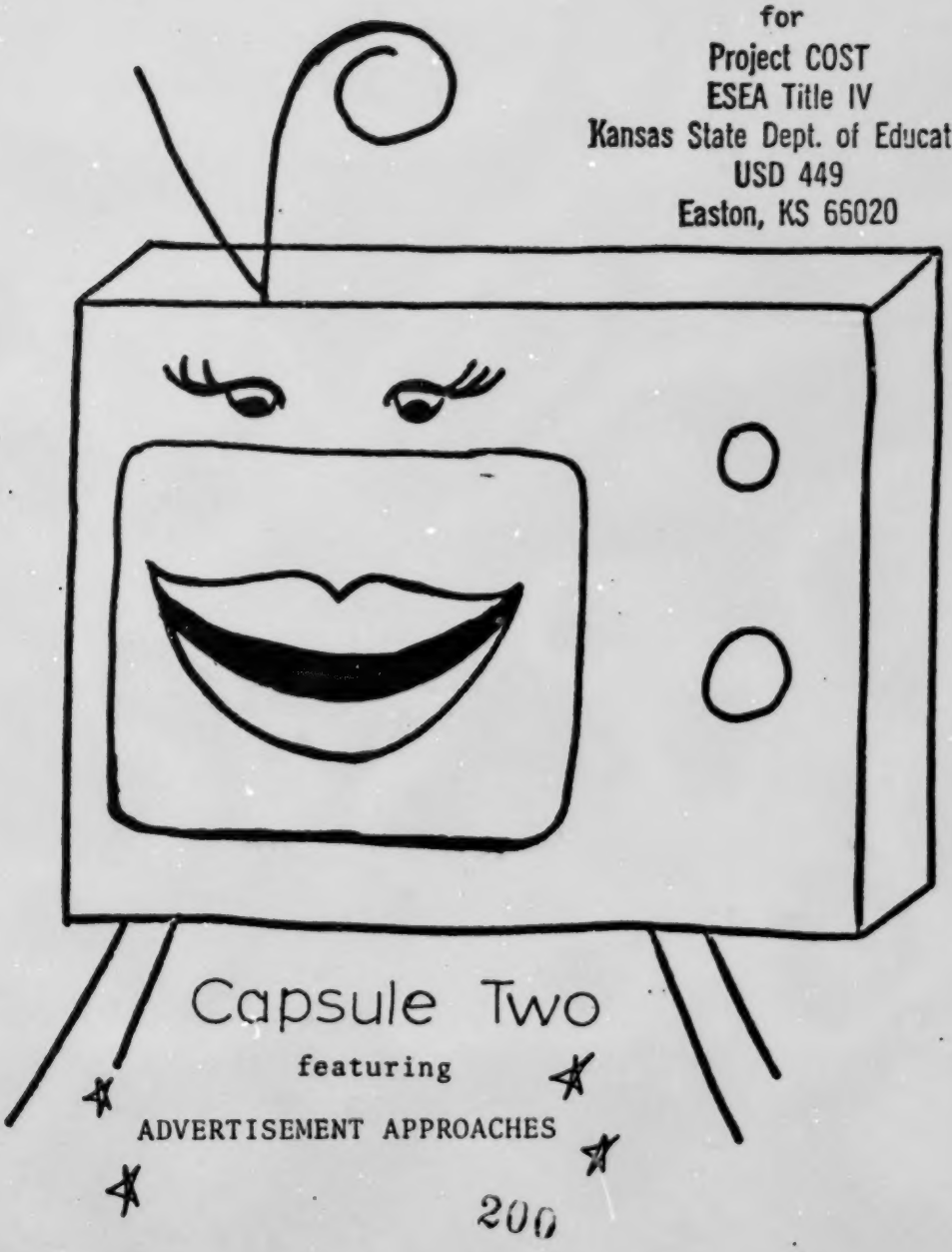
Scholastic Magazines. "Advertising", Student Booklet. Scope Activity Kit. Scholastic Magazines, Inc., 50 West 44th St., New York. New York: 1975.

THE PAUSE --

THAT SELLS

By
Liz Wiley

for
Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020



Capsule Two

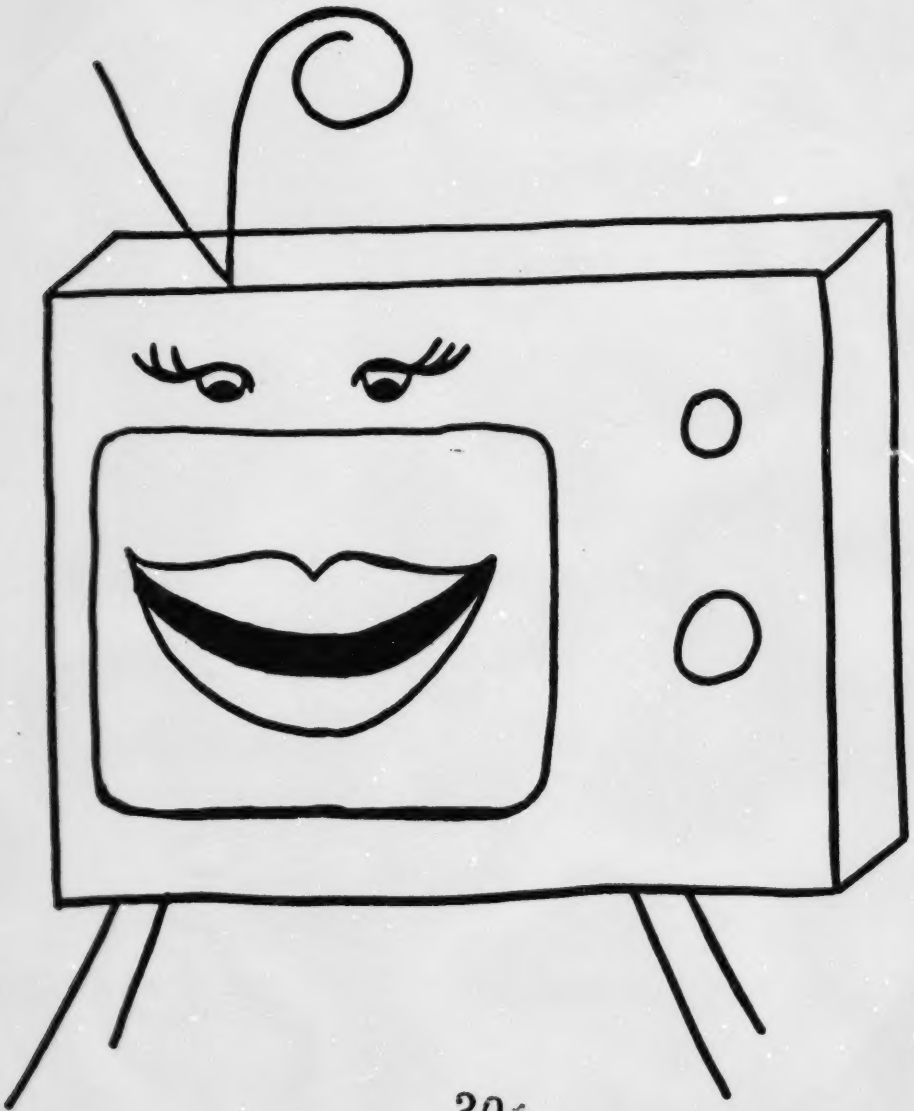
featuring

ADVERTISEMENT APPROACHES

200

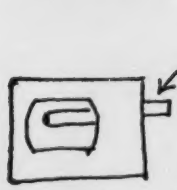
Before we get started you need to learn how to use your very own television.

You will need the roll labeled "Introduction" and the television.



It's easy to put the roll on me, your television.

Just follow these steps.



1. Pull the top stick out of one side of the box.

2. Put the roll on the stick through the screen opening.

3. Put the stick back in.

4. Pull the end of the roll downward.

5. Stick the end of the paper to the Glutack (sticky stuff).
   HINT: You may need to reach through the back to stick it down more easily.

6. Roll the bottom stick.
   HINT: It works better if you roll with both hands.

7. Each time center the picture in the television screen.

Set up the tape recorder with Cassette Tape #1.

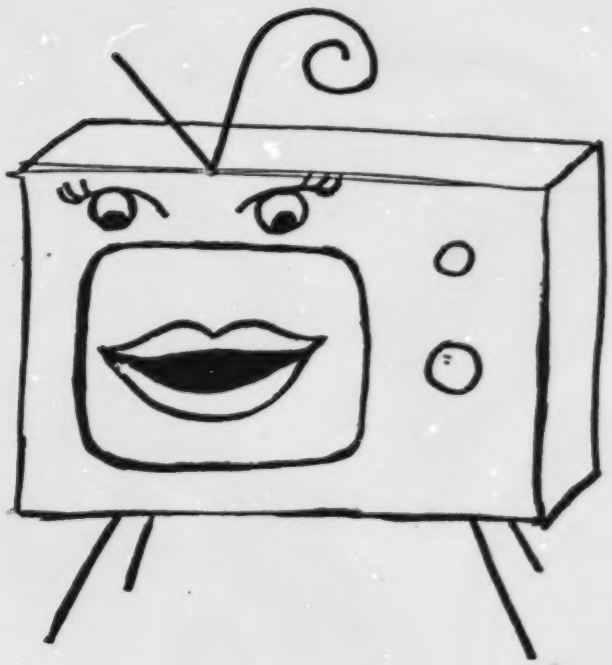
Start the tape. When you hear the sound of the bell on this tape, turn the recorder off and roll the television to the next frame. Then turn the tape recorder on again.

When you are finished, rewind the tape and rewind the television roll.

To rewind television roll:

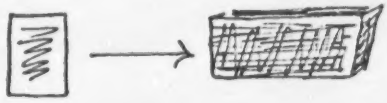
1. Roll completely on bottom rod.
2. Pull out bottom rod on one side.
3. Take roll from rod. Be careful when taking the roll from the Glutack.
4. Reroll by hand.

Do the Pre-test first. You will find it in the Vizzy Television Center!!!!!

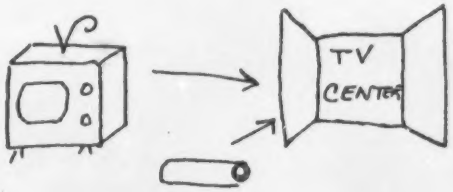


Show it to your teacher when finished. Then your teacher will tell you which sections of this capsule you need to do.

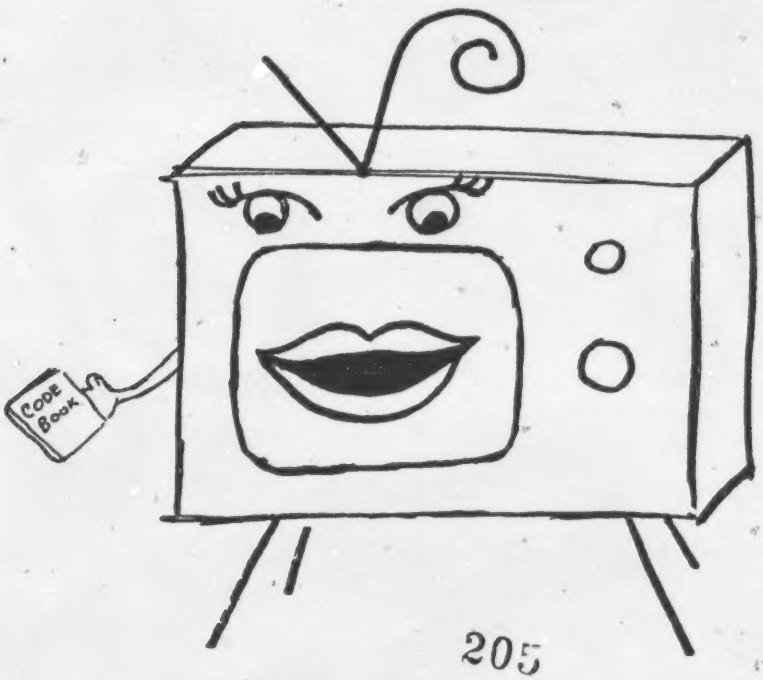
Let's have a secret code for some special directions!

When you see this 

You will know that I want you to put your paper in the basket.

When you see this 

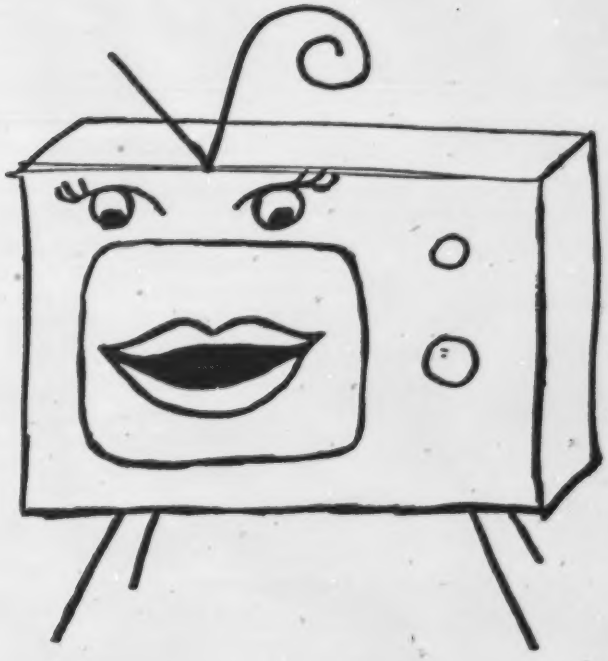
whatever is pictured is put in its place in the Vizzy Television Center.



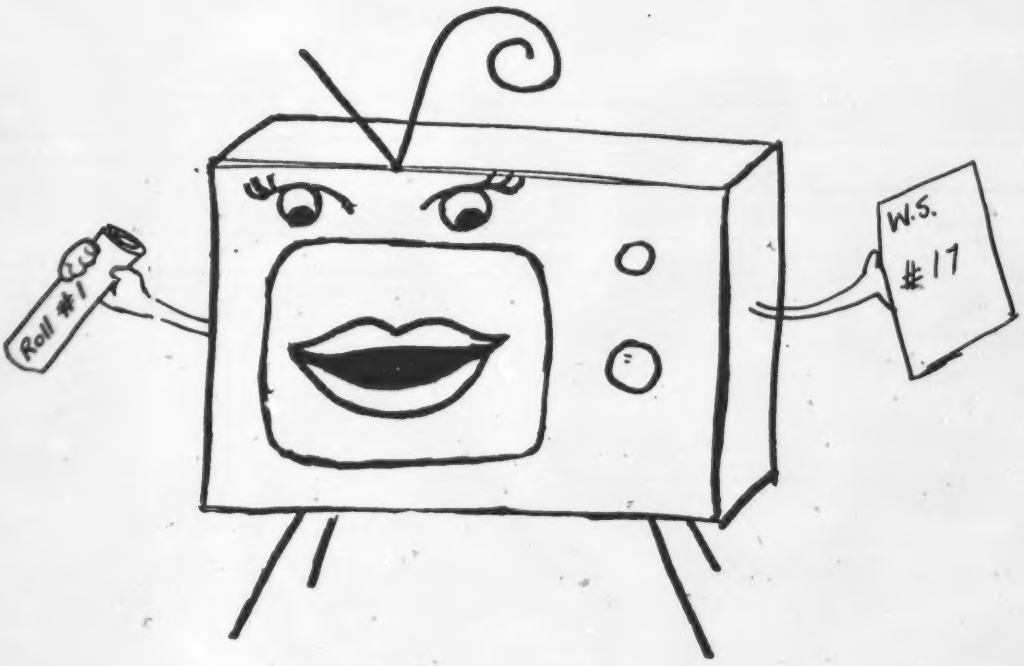
OBJECTIVE

Upon completion of this capsule you will be able to recognize seven approaches ad makers use to get you to want to buy their product.

Hi! It's me again. We have learned so much already! Now let's look at some commercials and see some special ways or approaches an ad maker might use to make us want to buy his product.



You will need your television, roll #1 and Worksheet #17 for Activity 24. These are all in the Vizzy Television Center. Read along in your capsule as you use the worksheet and television.



Look at #1. This shows one way advertisers, (ad makers) might set up a commercial to sell their product.

Answer the questions on Worksheet #17.

Was your attention drawn to the picture and slogan? It made only one claim for the product-it's good for a buffet meal.

This kind of ad approach that is very simple and does not make a lot of claims about the product is called the "basic ad". It is one way ad makers try to get you to buy their product.

Turn the roll to Commercial #2. Again answer the questions on Worksheet #17.

My attention was taken by the slogan at the top first and then by the picture. The commercial claims that if you use Buf Puf you will have younger looking skin.

This type of commercial is one we will call "youth appeal". In this type the appeal is to the young or to grown ups who want to look or feel younger.

Look at Commercial #3. Answer the questions about it on Worksheet #17.

The picture catches your eye and two words in the slogan stand out "no cholesterol". The advertiser claims that this product is good for you because it contains "no cholesterol". Some people are very concerned about their health so a commercial like this one seems to mean that the product is good for them. We will call this kind of commercial, "Concern for public good". The advertiser wants you to think he is really concerned about your health.

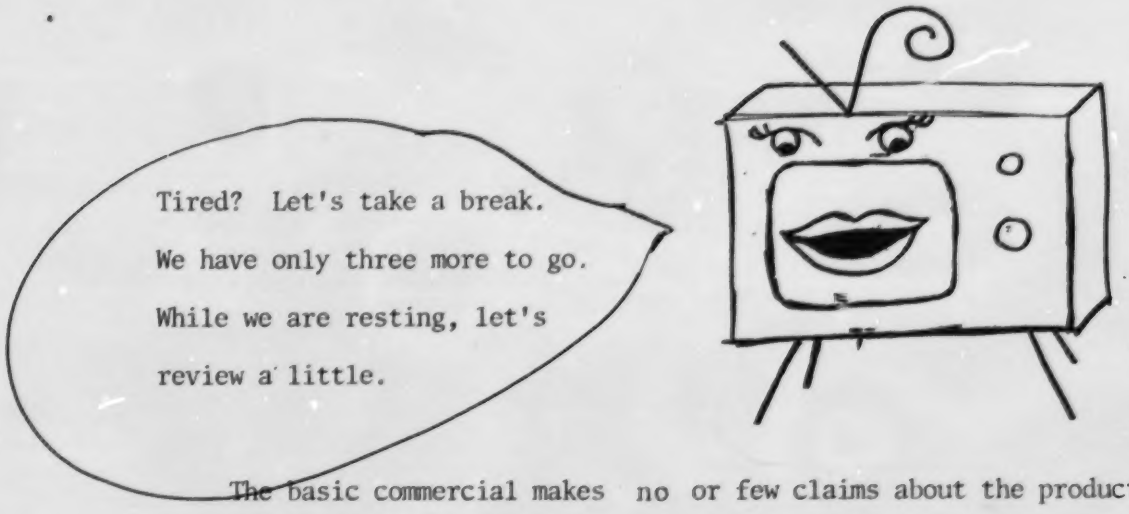
Look at Commercial #4. Answer the questions about it on Worksheet #17.

The word, "Positively" stands out doesn't it? Read the rest of the quotation and who said it, Proctor-Silex. This product is used by a company famous for making small appliances. So it seems to say that an expert in making appliances recommends Soft-Scrub.

We will call this kind of commercial where an expert speaks for the product, "An expert says".

You have also seen this type of approach in a toothpaste commercial when a dentist says a certain brand is good for your teeth or a doctor says use this brand of aspirin.

You have seen it in my Commercial when the teacher recommended this capsule.



The basic commercial makes no or few claims about the product. Many times you will find this type of commercial in newspapers.

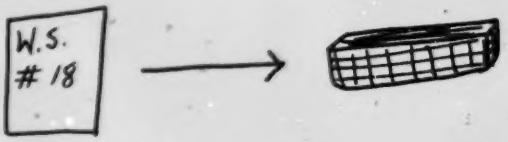
The "youth appeal" commercial usually shows that the product will make you look younger or feel younger.

The "concern for public good" relates the product to something that is good for you like clean air and healthy bodies.

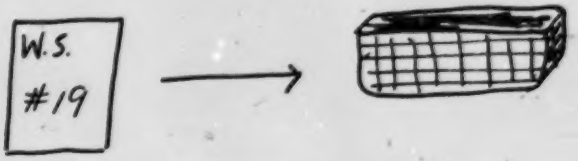
And "the expert says" type of commercial usually shows an expert in the area the product is used telling how great it is.

Choose one of the following activities:

25. Approach Match on Worksheet #18.

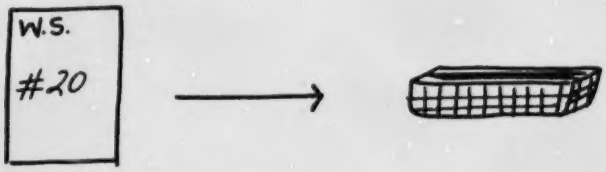


26. Connect an Approach on Worksheet #19.

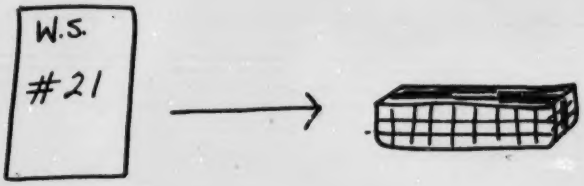


Choose one of the following activities:

27. Create an ad--Concern for Public Good. Directions are on Worksheet #20.



28. Create an ad--An expert says. Directions are on Worksheet #21.



Let's go back to the roll on your television for Activity 29. Look at Commercial #5. Answer the questions on worksheet #22.

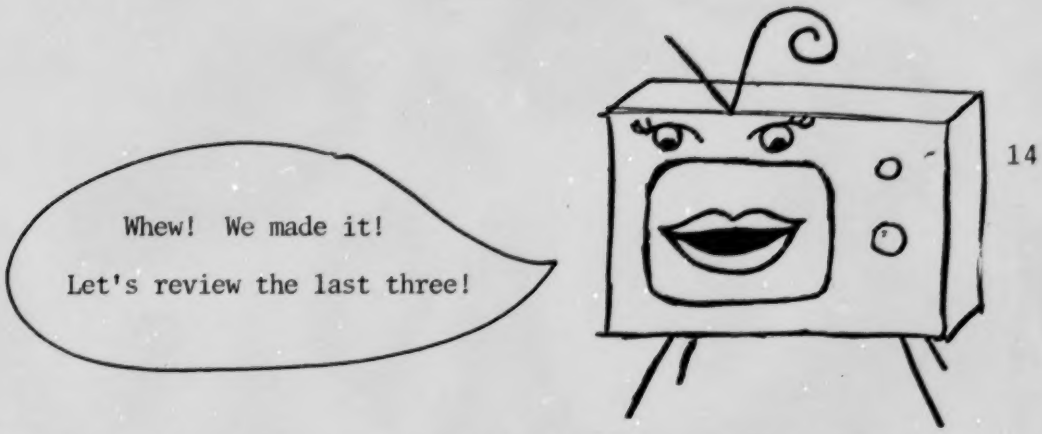
The picture sure makes my mouth water! That is just what the advertiser wants you to feel. He is appealing to your sense of taste. Some commercials appeal to your other senses, too, like smell, sight, hearing and touch. We will call this kind of commercial, "Appeal to the senses".

Look at commercial #6. Answer the questions about it on worksheet #22.

This commercial made me laugh. How about you? The advertiser wanted us to laugh over this one. We will call this kind of commercial, "Humor".

Look at commercial #7. Answer the questions about it on worksheet #22.

The first thing that I noticed was the face of Robert Young. You might have seen him in the tv show, Marcus Welby. He is telling is how much he likes Sanka coffee. The advertiser hopes to sell his product because a famous person uses it. We will call this approach "Famous People".



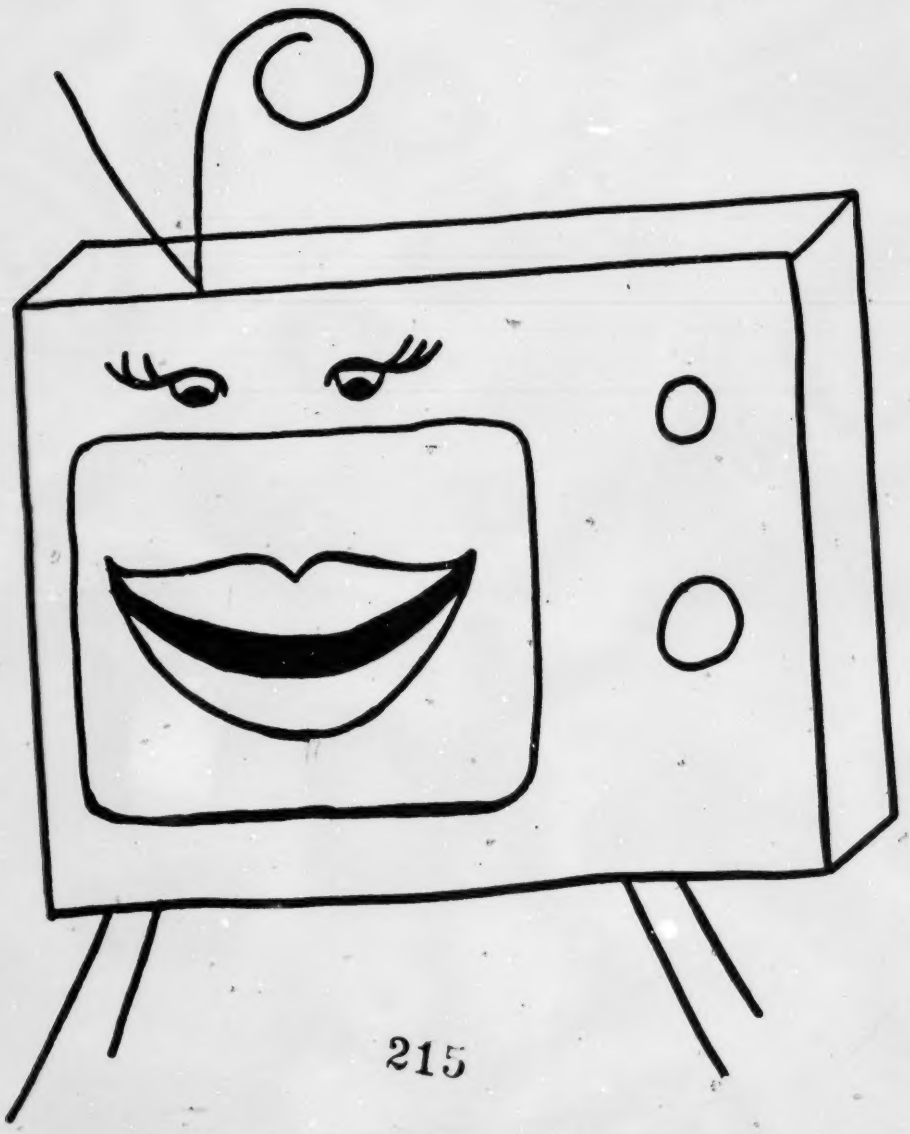
A commercial that appeals to any of your five senses is one approach that advertisers use. The scratch and sniff ads in magazines are a good example of this type of advertising.

Many commercials are funny. They appeal to our sense of humor. Many times funny figures and symbols are used, like the Jolly Green Giant or the Pillsbury Dough Boy.

Commercials showing a famous person using the product are very popular on television.

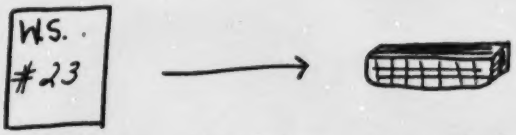
These are only a few of the approaches used in commercials. If you are interested in learning some more approaches, the Quest part of this capsule has some activities for you.

Now let's look at some new commercials and see if you can figure out by yourself what commercial approach is being used.

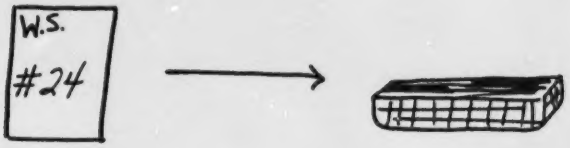


Choose one of the following activities:

30. Create an ad--Famous People. Directions are on Worksheet #23.

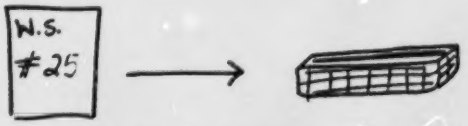


31. Create an ad--Humor. Directions are on Worksheet #24.

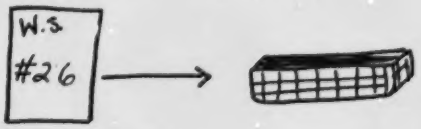


Choose one of the following activities:

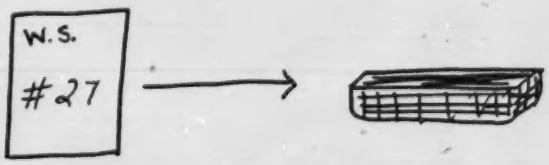
32. Do Connect a Commercial. It is on Worksheet #25. in the television center.



33. Do Approach Paste. It is on Worksheet #26 in the television center. When finished

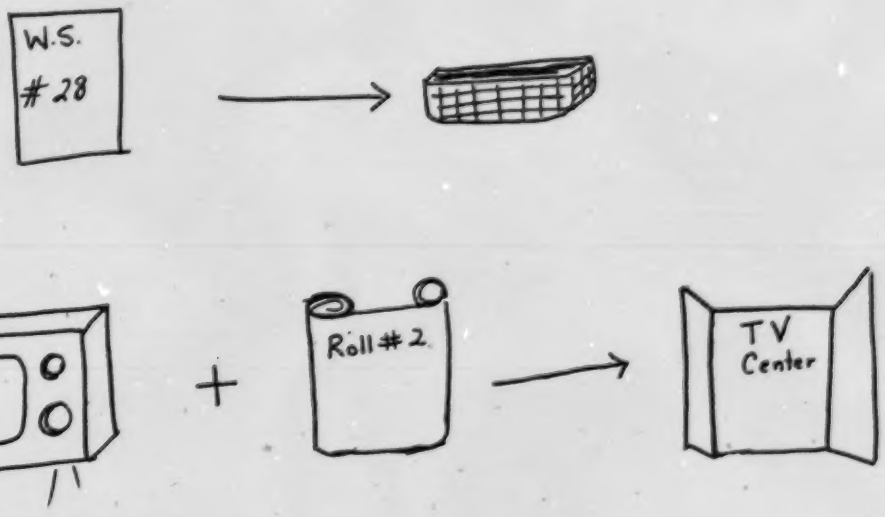


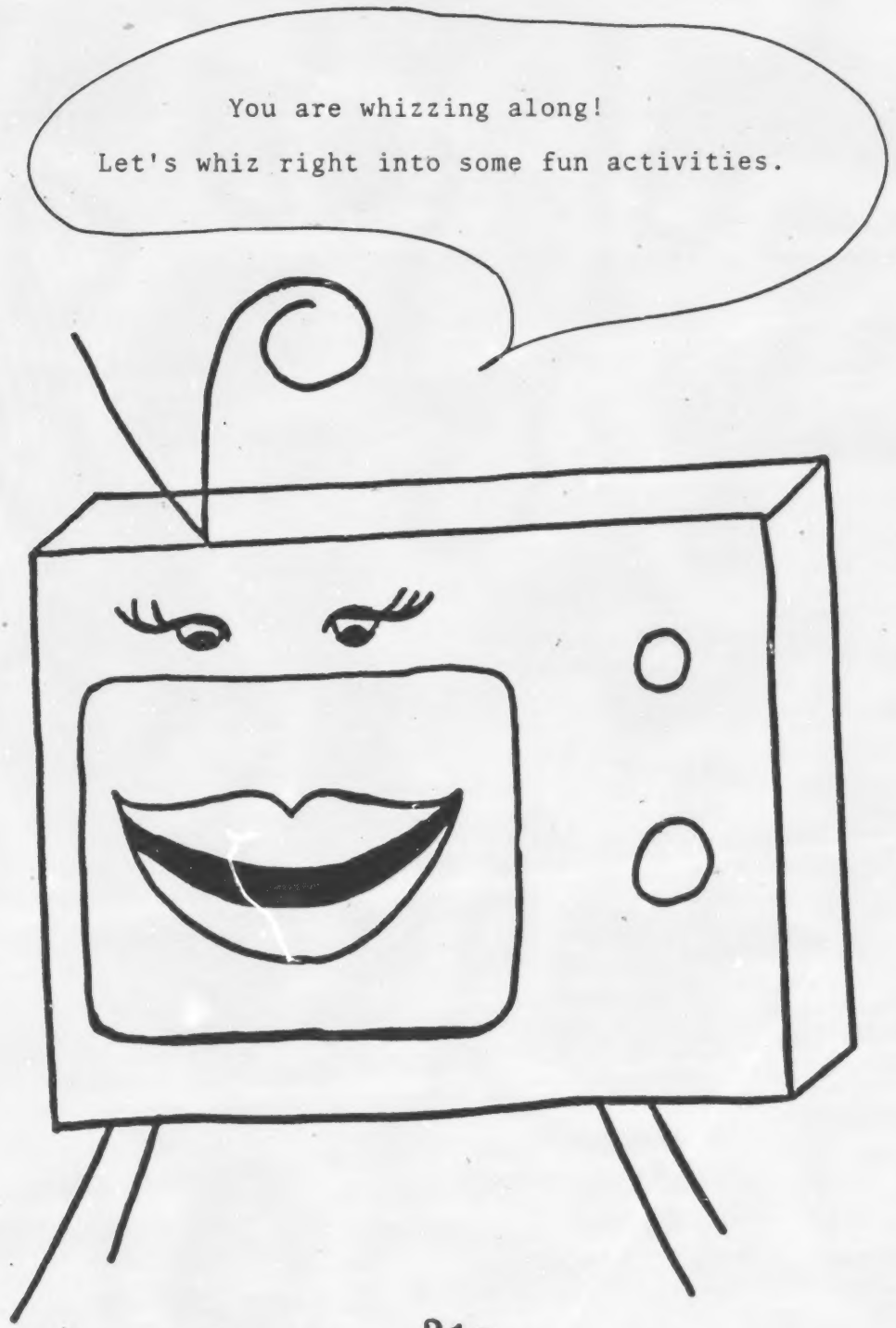
34. Do Approach Hunt. It is on Worksheet #27 in television center. When finished

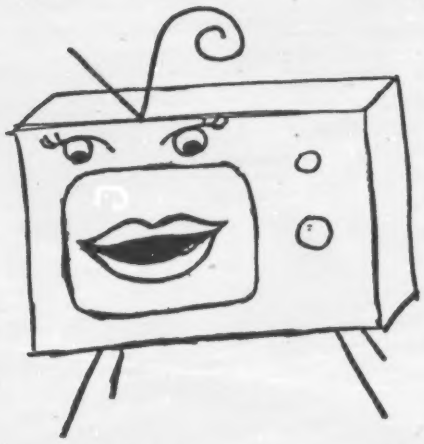


35. You are going to look at some new commercials and see if you can guess which advertisement approach is being used. Write your answers on Worksheet #28. The box at the bottom of the page will remind you of the ones we have studied. Check your answers on the answer card.

When finished, reroll Roll #2. If you have forgotten how, see page 3.




You are whizzing along!
Let's whiz right into some fun activities.



You are to do two (2)of the following activities.

36. Choose a commercial from the commercial file in the Television Center. Remember that these are magazine advertisements. But, they are the same as you see on your television. Look over the commercial. Some ads have two parts. Be sure that you have both of them. Why does this ad appeal to you? You will need the tape recorder and tape from the Television Center. Tape record your thoughts about the commercial. Be sure to state your name, the picture number and the advertising approach that is used in the ad. Place the tape in the basket and the recorder in its place in the center.

37. Pick one advertising approach. Design a new product that you can advertise using the approach that you chose. Use the 9x12 paper from the Television Center for your first draft. Then put it on a television roll. You will find paper for making the television roll in the Television Center. When you finish, show your ad to a friend. See if he/she knows which approach you used.

or~ turn the page for more ⟶

38. I have invented a new product. Its name is Bambun. You are my ad maker. You must try to sell my product for me. Use one of these ad approaches to design a television commercial about Bambun. The approaches to use are famous people or sense appeal.

I want the ad to be on television tonight, so put it on a roll for me, so it will be ready. You will find everything you need for this activity at the Television Center.

39. With the materials from the scrap box create an original creature. Make it different from anything you've ever seen. Name our creature. Now try to sell your creature to the consumer. A television commercial is a good way to let people know about your new creature. Using one of the approaches, design a commercial. Make sure it appears on your television.

YOU MUST DO THIS ACTIVITY.

40. Watch one hour of television tonight. Write down each commercial seen in that hour on Worksheet #29. Check the column on the chart that shows the advertising approach used in the commercial. Some commercials may have more than one approach. If so, check both approaches. The column marked "other" is to be checked if the advertising approach is not one of those you have been studying.

Do three of the following activities.

41. Play the game Commercial Trees. You will find it in the Television Center.

42. Play the game Classify Me. You will need these materials from the Television Center:

the game bag
some magazines
scissors

The directions for this activity are in the game bag. Be sure to clean up your cutting place and put things away in the center.

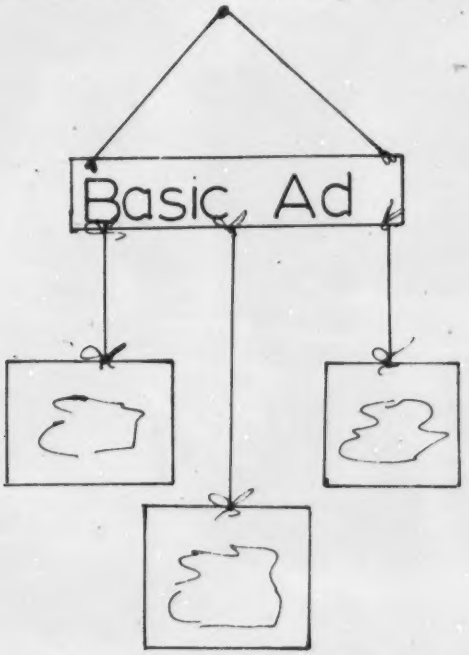
43. Play Pin the Wheel. It is in the Television Center.

44. Make a mobile. You will need these things from the Television Center:

oaktag
magazines
glue
scissors
thread

Select one advertising approach. Find some magazine advertisements that use that approach. Paste your ads to oaktag. Write the advertising approach on an oaktag strip. Hang the magazine ads from the approach name with thread. Hang it up in your room.

Your mobile should look something like this:



Put your materials away in the Television Center when you are finished.

45. Play Television Concentration with a friend. You will find it in the Television Center.

46. To help you see if you understand advertising approaches do Worksheet #30. See your teacher for checking.

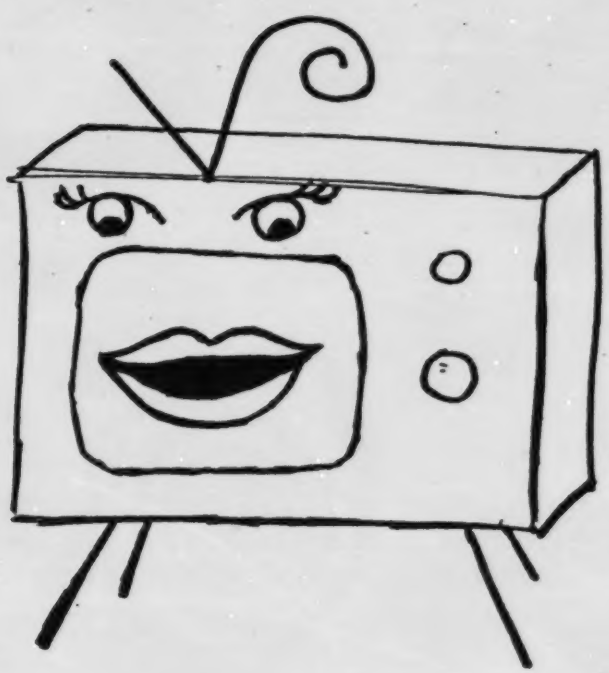
WHOOPEE! You've done it! You've finished Capsule Two. I'm really proud of you.

It's post-test time!

Interested in some more??

Do one or all of the Quest Activities!

GOOD LUCK!!!



QUEST 1

There are other advertising approaches you might be interested in.

The Everybody Likes approach seems to tell you that you are the only one who does not use this product because everybody else does.

The Snob--Appeal approach appeals to the wish to feel rich. For example, a jewelry commercial compares the product to gold.

The It's New approach tells the consumer that the product is something special.

The Statistics approach uses statistics or comparison numbers to sell the product. For example, 4 out of 5 housewives use this cleaner.

****

Pick one of these approaches and do one of the following:

a. Make a collage of commercials using that approach

b. Plan and act out a commercial using that approach.

c. Plan a lesson so you could teach others about this approach. Put pictures on a television roll and tape record the speaking parts.

QUEST 2

Find three commercials that interest you. Decide what needs and emotions each appeals to. Make a little booklet of these commericals and a list of needs and emotions about each one.

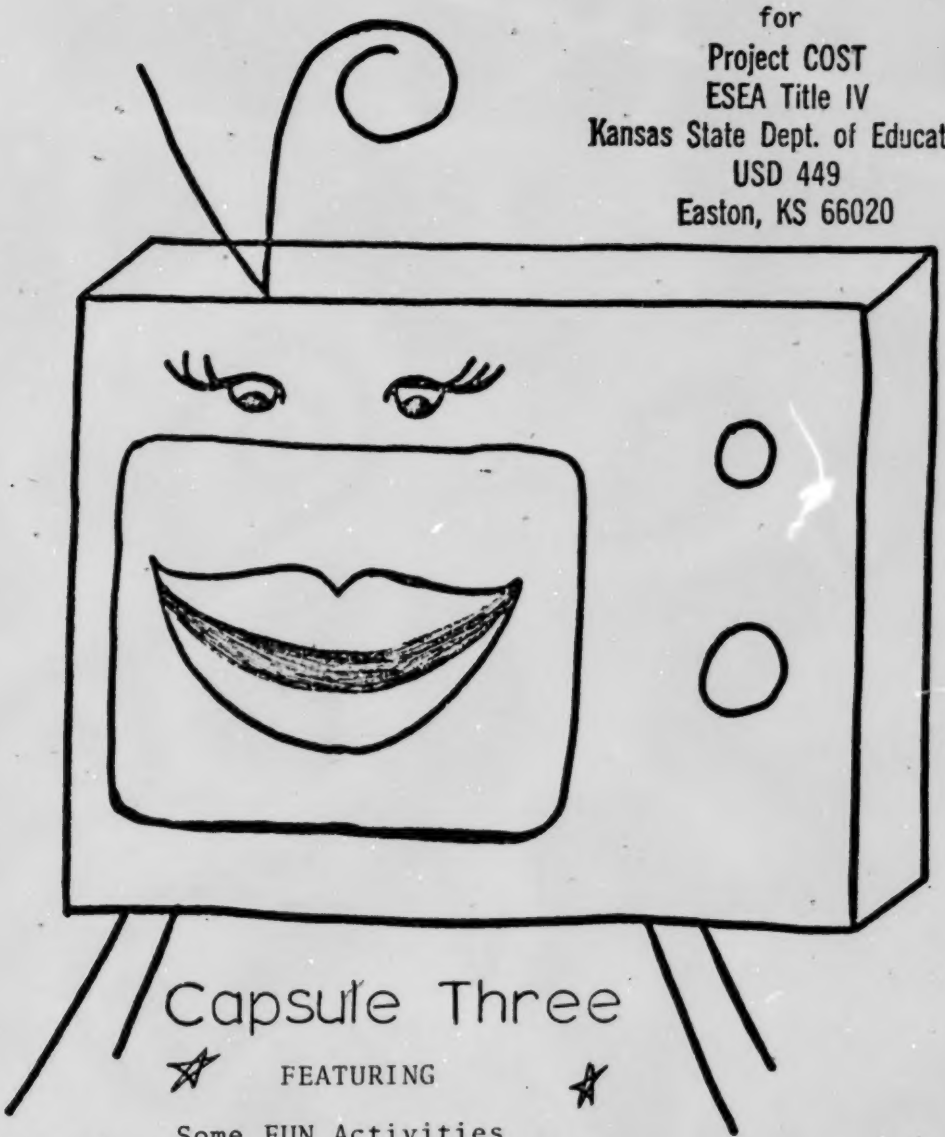
Teacher's Guide

THE PAUSE --

THAT SELLS

By
Liz Wiley

for
Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020



Capsule Three

FEATURING

Some FUN Activities

OBJECTIVE

Upon completion of this capsule, the student will be able to:

* analyze advertisements in order to make a consumer choice based his/her needs and wants.

Capsule III interrelates the concepts of the previous two capsules--adjectives, slogans, and advertising approaches--for some culminating activities involving all these concepts.

This capsule does not have a pre or post-test since no new concepts are introduced. Capsule III may be used by the teacher as an informal evaluation of the student's application of the concepts learned in Capsules I and II.

Before starting this capsule, be sure that the student has successfully completed Capsules I and II. If the student does not pass the post assessments for Capsules I and II, the author suggests that the student complete appropriate optional activities not selected the first time through the capsule for reinforcement of these concepts.

MATERIALS NEEDED

11 television rolls
tape recorder
blank tape

SPECIAL DIRECTIONS

Activity #47

Arrange with a third grade teacher for her class to hear commercials about books.

Activity #48

Make available a bulletin board either in the room or hall. Decorate it to look like a television screen.

Activity #49

Make tape. Label Brand Comparison. Roll #1 for Vizzy T. V. Prell Ad, Faberge Ad. You will need some magazines, a tape recorder and tape.

Tape Script

Activity #49--Brand Comparison

This activity is one you must do.

We are going to compare two brands of the same product. For this example, we are going to use Shampoo.

Put Roll #1 on the television. Turn off the tape until you have the roll on the television.

The two brands we are going to use are Prell and Faberge Organics.

Read through each commercial. Notice they both claim to be fresh smelling.

Now looking at the commercials you need to find the adjectives in each commercial. Let's do it together.

In the Prell Commercial they are liquid, special, clean, freshness, light. In the Faberge Organics Commercial the adjectives are super shine, super body, fresh, super-rich, pure.

Now let's look at the slogans from each commercial.
Prell: If you shampooed yesterday will he do this today?
Faberge Organics: Now my hair has super shine, super body and smells fresh as a meadow.

Tape Script (cont.)

If you wanted to pick one claim alike in each of these commercials, what would you choose? Ok, they each claim to be fresh smelling. The only way to prove to yourself which one smells fresher is to try both and compare. This will tell you which advertiser's claim is the most accurate.

This is one of the many considerations made in purchasing a product. Other factors are price, availability and your need for the product. All of these go into a decision to purchase products.

As you do the activities in this capsule, you will be asked to tell which product you would buy and why.

BIBLIOGRAPHY

Advertising, Student Booklet, Scope Activity Kit, Scholastic Magazines, Inc. 50 West 44th St., New York, N. Y., 10036, 1975.

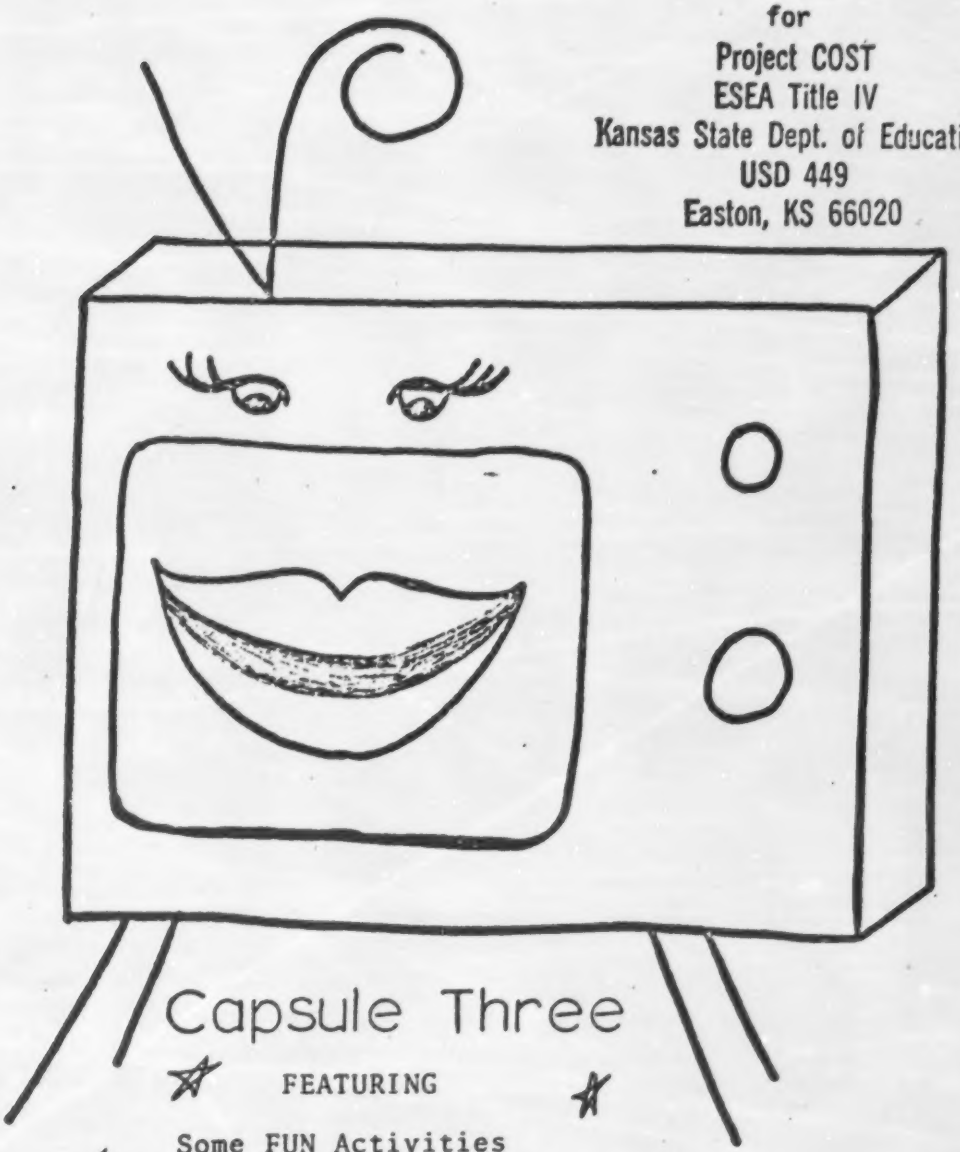
THE PAUSE --

THAT SELLS

Student Materials

By
Liz Wiley

for
Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020



Capsule Three

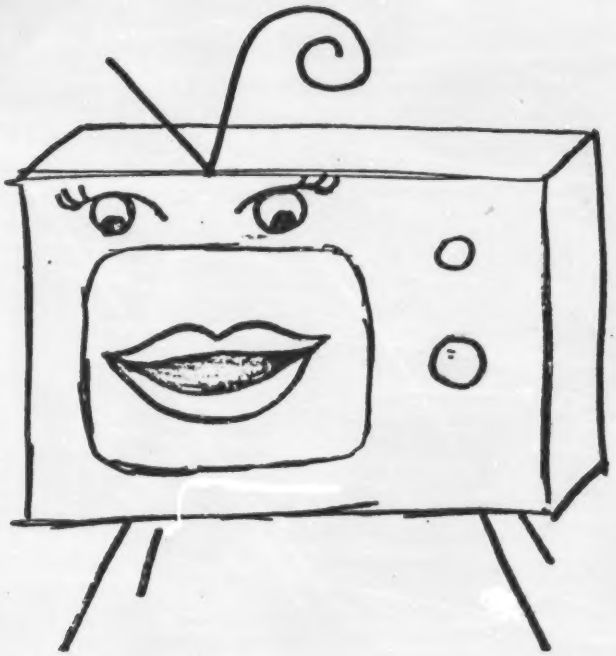
FEATURING

Some FUN Activities

OBJECTIVE

Upon completion of this capsule you will be able to:

* analyze commercials to make a consumer choice based on your needs and wants.



Now that you have learned about adjectives, slogans and advertising approaches, you can apply what you have learned by doing these activities.

You may choose one of the next two activities!!

47.

What's your favorite book? Make up a television commercial so that you can sell the students in Grade 3 on reading the book. Use adjectives, a slogan and choose an ad approach.

Put your commercial on a t.v. roll and tape record the dialogue. Ask your teacher to arrange a time to go to the third grade room.

At the arranged time, take your roll, the tape and tape recorder with you. Use your commercial to sell the book to the third graders.

48.

I know you have a favorite toy! I bet you would like for others to play with this toy.

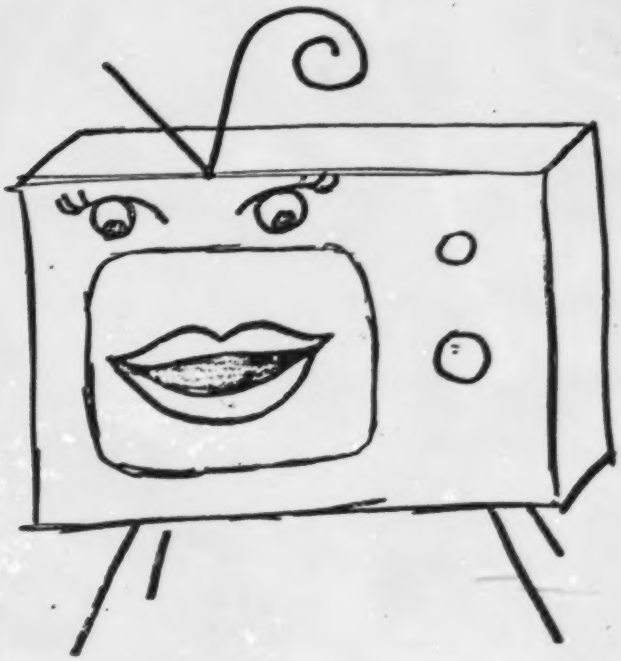
Maybe you could get someone to buy one by making a television commercial about it. Use adjectives, a slogan and choose one ad approach.

Put your commercial on a television roll. Use stick figures.

Pretend the bulletin board is a television and put your commercial on it.

Boy, you are really working hard! Keep up the good work!

Now..... you must do the following activity!



Before starting this activity, listen to the taped example. Get tape labeled Brand Comparison from the television center. LISTEN CAREFULLY!!!

49.

Choose two brands of the same product. Here are some suggestions of a product:

a. paper towels
b. mouthwash
c. hand lotion
d. dishwashing detergent
e. adhesive bandage
f. facial tissue

Find a television commercial about each brand. Using a tape recorder record those from television or cut out ads from magazines. Try to find at least one commercial for each brand. Using Worksheet #31, look for adjectives and slogans in the commericals. Try to identify the ad approach used for each product.

You may report your findings from Activity 49 in one of the following ways:

50.

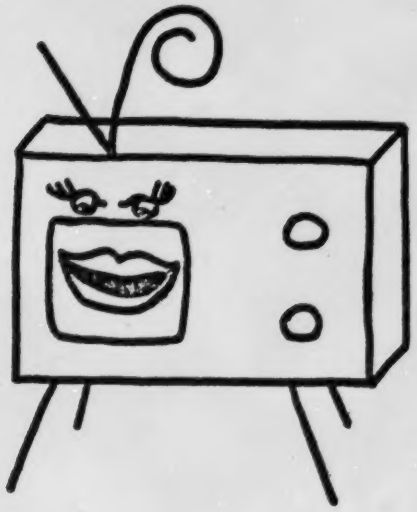
You want to show the class how you compared the one claim you chose for the two brands of the same product. For example--in the tape you listened to, each shampoo claimed to be the freshest. You would need to actually try both brands before you could tell which manufacturer's claim is the most accurate. If you choose this option your demonstration needs to be done in front of the class. Use Worksheet #32 to help you.

51.

You will compare the one claim made for each brand at home. For example--in the tape you listened to, each shampoo claimed to be the freshest. You would need to actually try both brands before you could tell which manufacturer's claim is the most accurate. Use Worksheet #33 to help you.

You have learned what things you as a consumer should think about when viewing television commercials.

What tips would you give someone else, a friend maybe, about television commercials?



52.

Make a "Tip Sheet", listing the points to be considered about television commercials.

Use Worksheet #34.

THE PAUSE --

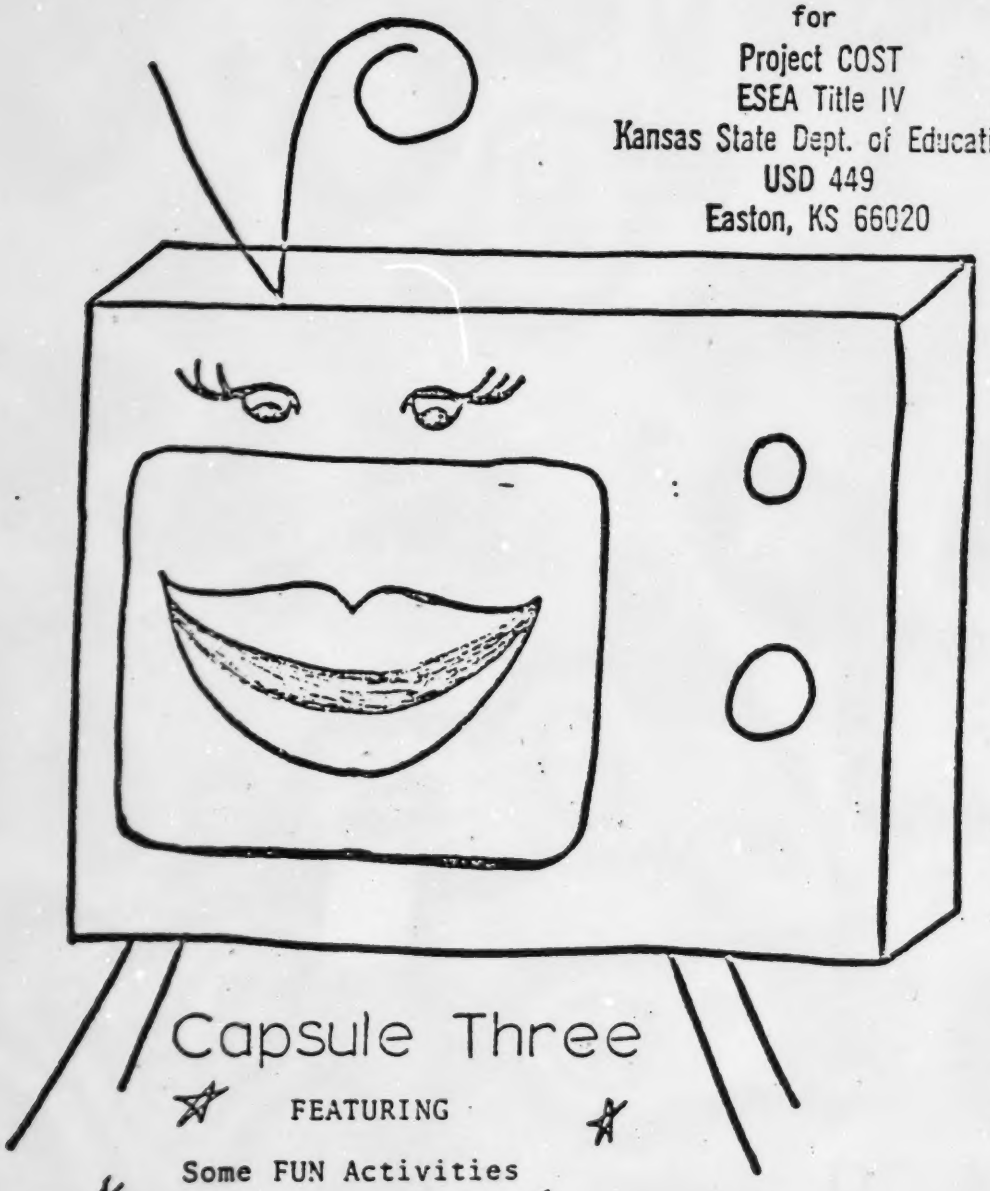
THAT SELLS

By

Liz Wiley

for

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020



Capsule Three

FEATURING

Some FUN Activities

MY RECORD

CAPSULE III Name _____ Date _____

****

Beginning Date _____ Ending Date _____

ACTIVITY NO.	MY CHOICE	STUDENT COMMENT	TEACHER COMMENT	DATE FINISHED
Activity #47				
Activity #48				
Activity #49 Worksheet #31	X			
Activity #50 Worksheet #32				
Activity #51 Worksheet #33				
Activity #52 Worksheet #34	X			

Choose One

Choose One

Capsule III

WORKSHEET #31

Name _____ Date _____

Product _____

Brands _____ & _____

Commercials:

Brand #1	Brand #2
a. adjectives used	a. adjectives used
_____	_____
_____	_____
_____	_____
b. slogan	b. slogan
_____	_____
_____	_____
_____	_____
c. ad approach	c. ad approach
_____	_____
_____	_____
_____	_____

WORKSHEET #32

Name _____ Date _____

Brands Demonstration

1. You will need the two brands of one product you plan to compare. You will need your parents approval since they will help you buy the two brands. Talk it over at home before deciding.

2. You have already analyzed the two brands on Worksheet #31.

3. Prepare a demonstration for the class. Pick one claim the advertiser makes for each brand. Prepare to actually do this in class.

4. As a result of your test what did you find out? Which product came closest to being advertised accurately?

_____

_____

Which brand would you buy? _____

Why? _____

_____

Capsule III

WORKSHEET #33

Name _____ Date _____

At Home Demonstration

1. You will need the two brands of one product you plan to compare. You will need your parents' approval since they will help you buy the two brands. Talk it over with them before deciding.

2. You have already analyzed the two brands on Worskheet #31.

3. Prepare a demonstration at home for your family. Pick one claim the advertiser makes for each brand. Do your demonstration in front of at least one family member.

4. As a result of your test what did you find out? Which product came closest to being advertised accurately?

_____

_____

Which brand would you buy? _____

Why? _____

Capsule III

WORKSHEET #34

Name _____ Date _____

When viewing television commercials, a consumer should think about the following ideas:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Write as many ideas as you can think of. Use the back of this worksheet if you need to.